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ABSTRACT

These student materials are designed to accompany the Self-Appraisal Instructional Guide. Page numbers are consistent with the numbering in that guide, and the materials are organized according to the guide's seven units, which cover the following topics: (1) understanding yourself (getting to know yourself, the importance of work); (2) attitudes; (3) interests; (4) abilities; (5) aptitudes; (6) leadership; and (7) coping with change. Each unit consists of three components: information sheets, activity sheets, and unit test. The first information sheet in each unit provides terms and definitions. (YLB)

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Self-Appraisal Instructional Guide

Student Materials

Prepared by
Mary W. Hendrix

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NOTE: Page numbers are consistent with the numbering found in the Instructional Guide.

UNIT I

UNDERSTANDING YOURSELF

INFORMATION SHEET 1--TERMS AND DEFINITIONS

1. Ability--the power or means to do something
2. Aptitude--an ability that you have naturally; quickness to learn or understand
3. Attitude--the way you act in a certain way to a given situation
4. Characteristic--a quality about yourself which distinguishes you from others
5. Environment--your surroundings
6. Interest--something to which you give special attention
7. Leadership--having those qualities needed to guide or direct others
8. Personality--all the characteristics combined that make you the person you are
9. Trait--a special quality that makes you an individual
10. Unique--something that is completely different from anything else

UNIT I

UNDERSTANDING YOURSELF

ACTIVITY SHEET 1--WORD FIND

Directions: Complete the sentences below by using one of the following words. Then, locate the word used in the word find.

Ability
Trait
Unique
Leadership
Environment
Attitude
Aptitude
Interest
Characteristic
Personality

```
S R Y U I V O P E K L V B W M I T G A C
E B A X U M K L N U B Q P R E C D T E B
C V B L E A D E R S H I P K M N O W I T
B U I M N O P W V B S R T P K T S C P O
Z Q I T M W K T I S O B D C A I W I E T
R K I R L V C M I N T E R E S T Q W R V
A I B A D K E P G T O M W U I C B C S L
Z P C I T U K F N G U C V K G N U Y O A
D W E T K I G H O P I D Q U H P E V N M
W B O Z G L M E T A S N E S O Z I Y A P
R B W C H A R A C T E R I S T I C Q L E
B A N K I O P E R I V X C W U O V Q I B
C B R I O U C P E N V I R O N M E N T S
O I N P T Y K U L M I O E S P R V B Y Z
V L U D G H Q W S V O B M S W I K N C N
S I X Q K I R P A T T I T U D E Q B D P
W T B E N W P R T Y K G B W D I N G K O
G Y B U C O T N G O M E K L S D A V E B
K E Q S E I V M C X W C S Q I Y R E W O
W S D C I G T W S I P V N I F E K G Y N
```

1. When you give something special attention, it could be said you have a(an)__________________in it.

2. A special quality that makes you an individual is known as a(an)__________________.

3. Having those qualities needed to guide or direct others is known as_________________________.

4. An ability that you have naturally is a(an)________________________.

5. All the characteristics combined that make you the person you are is known as_________________.

6. Your surroundings can also be known as your______________________________.

7. The way you act in a certain way to a given situation is known as a(an)________________________.

8. When you have the power or means to do something, it can be said that you have the____________.

9. When something is completely different from anything else, it is__________________________.

10. A quality about yourself which distinguishes you from others is a(an)__________________________.

UNIT I

UNDERSTANDING YOURSELF

INFORMATION SHEET 2--GETTING TO KNOW YOURSELF

I. Why Understanding Yourself Is Hard to Do

  A. People are hard to understand--many traits and characteristics make the total person.

  B. If you are like most people, you most likely have not taken the time to appraise (evaluate) yourself.

  C. Your personality is created by many factors.

    1. Your family

    2. Your friends

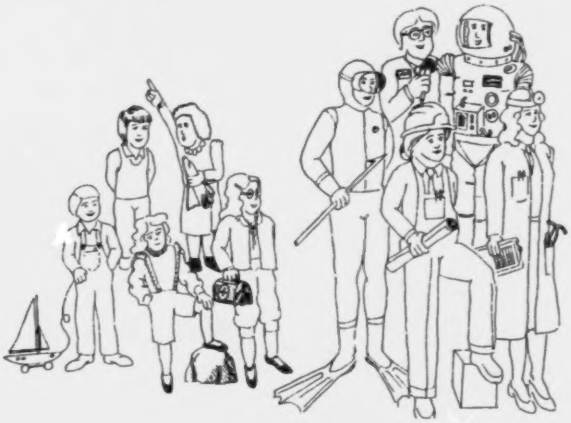
    3. Your experiences

    4. Your environment

  D. You cannot compare the total you to anyone else--you are unique.

II. Relating Understanding Yourself to Career Choice

  A. Being unique means that the career you choose will most likely be different from any chosen by your friends.



        1. Merely choosing a career because someone you know has that career does not mean that it will be the best for you.

        2. You need to be aware of both your good and bad qualities.

        3. It is very important to understand yourself so that you can make the best career choice.

        4. Choose a career that will make you happy.

        5. You need to know your reasons for wanting to work.

    B. Many people have different ideas as to why people choose the careers they do.

    C. The ideas may differ, but everyone agrees that a true understanding of yourself is very important for making sure you have a successful career.

III. Those Qualities About You That Influence Career Choice

    A. Your self-concept

        1. How you see yourself

        2. How others see you

        3. How you would like to be

    B. Your needs

        1. Lifestyle needs

        2. Work needs

    C. Your personality

    D. Your interests

    E. Your abilities

    F. Your attitudes

G. Your aptitudes

H. Your leadership traits

I. Your ability to change and/or accept change

IV. Ways to Help You Gain an Understanding of Yourself

A. Tests have been developed to help you select careers based on information about yourself.

1. These tests are different from most tests you usually take.

2. You are given a score, rather than a grade.

3. Some tests compare you to others who are presently in the work force.

a. Traits and skills that are necessary for career success are identified.

b. Your scores are used to predict your career success.

(NOTE: The questions must be answered honestly; otherwise, the answers are of no help in selecting a career that would be best for you.)

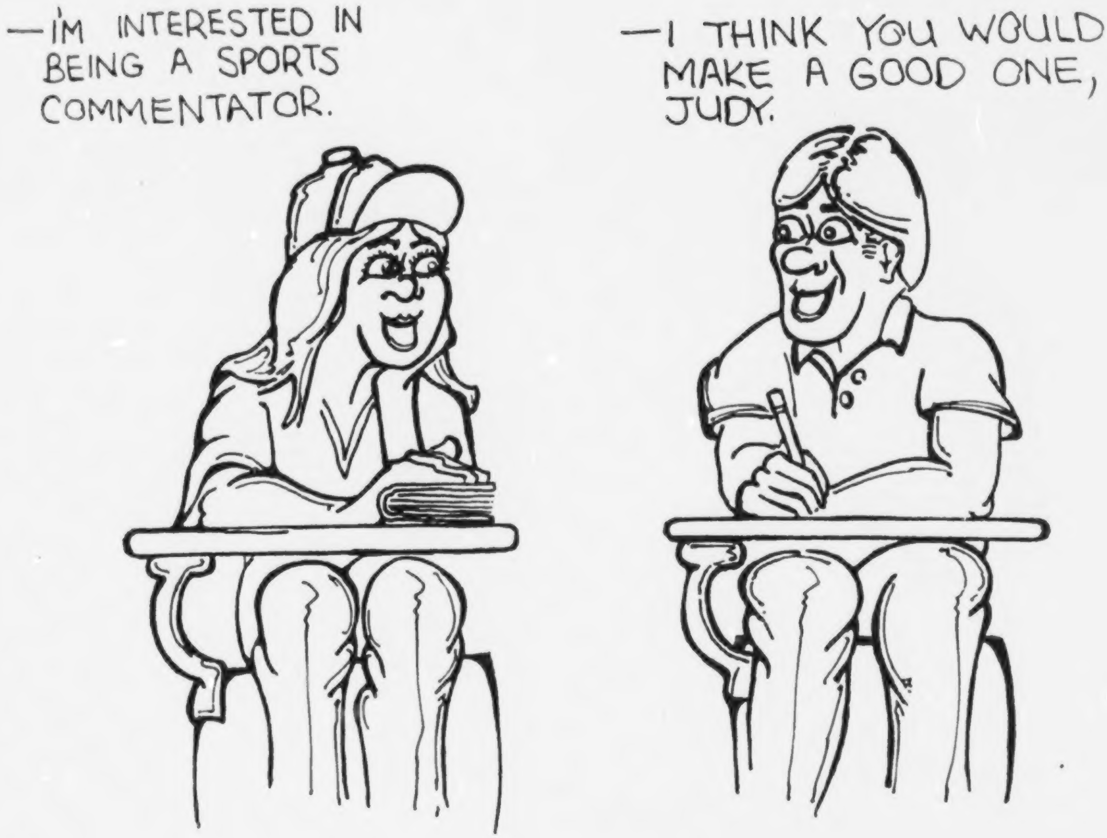
4. You can't study to improve your scores--the questions are about you.

5. Some employers give applicants work-sample tests to predict their success in the job for which they are applying--a typing test is one example.

(NOTE: Many times practice and/or studying can improve these types of test scores.)

B. Sharing information about yourself with others

1. Cooperate and show consideration for others.
2. Avoid put-downs.


—I'M INTERESTED IN BEING A SPORTS COMMENTATOR.
—I THINK YOU WOULD MAKE A GOOD ONE, JUDY.

UNIT I

UNDERSTANDING YOURSELF

ACTIVITY SHEET 2--SELF-CONCEPT CHECKLIST

Directions: Read each sentence carefully. There are no right or wrong answers. Just mark how you really feel about yourself. Y-Yes; N-No; NS-Not Sure.

_____ I like myself.

_____ I often get angry.

_____ I can read fairly well.

_____ People can depend on me.

_____ I am a very shy person.

_____ I get into lots of fights.

_____ I am afraid of many things.

_____ I am good in spelling.

_____ I have many friends.

_____ I tell the truth.

_____ I look OK.

_____ Sometimes I am clumsy.

_____ I often feel sick.

_____ I am good in arithmetic.

_____ My handwriting is good.

_____ I am successful most of the time.

_____ Other people often laugh at me.

_____ Most of the time I enjoy helping others.

_____ I have a hard time making up my mind.

_____ I like to be with my friends.

_____ I am sad and depressed sometimes.

_____ I would like to be someone else.

_____ I wish I lived somewhere else.

_____ I like school most of the time.

_____ I am often nervous and upset.

_____ I am good at sports and games.

_____ Most people dislike me.

_____ I am a happy person most of the time.

_____ Other kids like to play with me.

1. Go back over your answers. Are you happy with the results? As you feel about yourself? The way others feel about you?
2. Is there a pattern to your answers?
3. Will your answers influence the career you choose? Why or why not?
4. Would you change anything about yourself? If so, what?
5. How would you describe your self-concept?
6. If you have a negative self-concept, will it influence your ability to succeed?

UNIT I

UNDERSTANDING YOURSELF

ACTIVITY SHEET 3--GETTING ACQUAINTED

Directions: You probably have been going to school with most of the members of your class for several years, but do you really know them? Answer the following questions honestly. Do not put your name on the paper. Your teacher will read the answers to the class. You must then guess to whom they belong.

1. If you could change something about yourself, what would it be?

2. What is your favorite movie?

3. What is your favorite T.V. program?

4. What is your favorite song?

5. What makes you happy?

6. What is your favorite class?

7. What is your favorite automobile?

8. What would you do if someone gave you a million dollars?

9. If you could live anywhere you wished, where would that be?

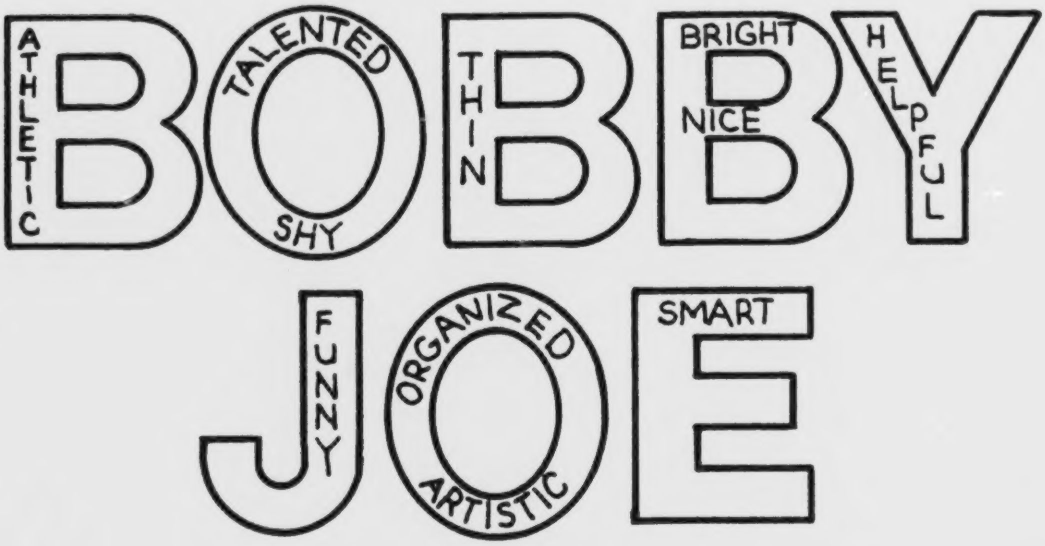
10. If you could invent something new, what would you invent?

UNIT I

UNDERSTANDING YOURSELF

ACTIVITY SHEET 4--PERSONAL ADJECTIVES

Directions:
1. List fifty adjectives that describe you.
2. Cut out your name using any design you wish.
3. List the fifty adjectives on the design.
4. Have your teacher display the designs.
5. Guess which designs belong to each student.


ATHLETIC
TALENTED
SHY
THIN
BRIGHT
NICE
HELPFUL
FUNNY
ORGANIZED
ARTISTIC
SMART

UNDERSTANDING YOURSELF

ACTIVITY SHEET 5--PERSONAL COLLAGE

Directions: Find and cut out pictures from magazines, as follows:

2 pictures of how you would like to be
2 pictures of how you see yourself
2 pictures of how others see you
1 picture of a career you would like to have
1 picture of what you will never be
1 picture of something you hate
1 picture of something you fear
1 picture of what you will be doing in 20 years
1 picture of an animal you most resemble

Paste these pictures on poster paper and give the collage a title. As each collage is displayed to the class, describe what sort of career pattern you see in it. Respect the feelings, opinions, and values of other students.

UNDERSTANDING YOURSELF

ACTIVITY SHEET 6--BUSINESS CARDS

Directions: Make a business card that describes you, using a 3" x 5" blank index card and a marker. The card should reflect your lifestyle and where you would like to work. It should represent the kind of person you are or want to become and how you would like others to see you.

Share your completed card with the class. Discuss the needs and goals presented by the cards.

a. Can other students identify your lifestyle?

b. Can they identify your work?

c. Does your business card tell others the career that interests you?

UNIT I

UNDERSTANDING YOURSELF

ACTIVITY SHEET 7--PERSONAL ASSESSMENT

Directions: How do you rate yourself on each of these very important traits? All of them are, in varying degrees, important for success on any job. Put a check in the column. Average is abbreviated to AVG.

	TRAIT	VERY HIGH	ABOVE AVG.	AVG.	BELOW AVG.	WEAK
1.	Dependability	____	____	____	____	____
2.	Self-confidence	____	____	____	____	____
3.	Friendliness	____	____	____	____	____
4.	Patience	____	____	____	____	____
5.	Ability to keep working (even when faced with difficulties)	____	____	____	____	____
6.	Sense of humor	____	____	____	____	____
7.	Cheerfulness	____	____	____	____	____
8.	Honesty	____	____	____	____	____
9.	Ability to make decisions quickly	____	____	____	____	____
10.	Responsibility	____	____	____	____	____
11.	Loyalty	____	____	____	____	____
12.	Ability to sense others' feelings	____	____	____	____	____
13.	Sincerity	____	____	____	____	____

	TRAIT	VERY HIGH	ABOVE AVG.	AVG.	BELOW AVG.	WEAK
14.	Ambition	_____	_____	_____	_____	_____
15.	Courage to do the right thing, even when you are the only one	_____	_____	_____	_____	_____
16.	Willingness to work hard	_____	_____	_____	_____	_____
17.	Ability to cooperate with other people	_____	_____	_____	_____	_____
18.	Ability to become enthusiastic about your job	_____	_____	_____	_____	_____
19.	Willingness to consider others' viewpoints	_____	_____	_____	_____	_____
20.	Initiative--being a self-starter	_____	_____	_____	_____	_____
21.	Courtesy	_____	_____	_____	_____	_____
22.	Ability to lead others	_____	_____	_____	_____	_____
23.	Ability to work without supervision	_____	_____	_____	_____	_____
24.	Punctuality	_____	_____	_____	_____	_____
25.	Neatness	_____	_____	_____	_____	_____

List those traits in which you checked as being weak. Describe ways you can improve each trait.

UNDERSTANDING YOURSELF

INFORMATION SHEET 3--WHY WORK?

I. What Is Work?

   A. Activity directed toward getting something done

   B. What you consider as work may be something another person does for fun.

II. Why Is Work Important to You?

   A. Half of a person's lifetime is spent working.

   B. Most of a person's waking hours are spent working.

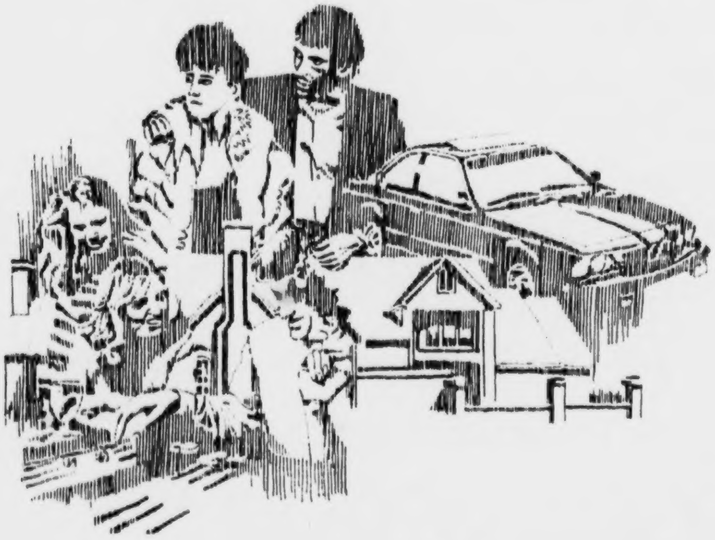
   C. Work determines your lifestyle.

      1. The amount of money you have available

      2. What you do in your spare time

      3. The home in which you live

      4. The people with whom you come in contact



D. Work serves to identify everyone.

(**EXAMPLE:** You are identified as a student. Your parents are identified by the jobs they have, etc.)

III. Why Work?

(**NOTE:** Could all be combined)

A. Money

B. To be with others

C. To be admired by yourself and others

D. To be independent of others

(**EXAMPLE:** You do not have to depend on your parents for support.)

UNIT I

UNDERSTANDING YOURSELF

ACTIVITY SHEET 8--NEEDS LIST

Directions: Rate each need (on a scale of 1--very important, to 5--unimportant) according to how important you believe it is to you. Since people are different, your individual responses will differ. You may find it helpful to think of various school or work situations when making your ratings.

LIST OF NEEDS:

_____ to achieve what I want

_____ to be well known

_____ to have friends

_____ to have someone to "lean on"

_____ to help others

_____ to have enough money

_____ to be in charge

_____ to be able to express myself

_____ to be able to be creative

_____ to be on my own

_____ to have the approval of others

(Feel free to add any other needs you feel are very important to you.)

For those you rated very important, list ways you would try to fulfill those needs.

UNDERSTANDING YOURSELF

ACTIVITY SHEET 9--ASSESSSING NEEDS

Directions: Rate the work needs listed below according to this scale:

1--very necessary to me; 2--important; 3--don't need.

PHYSICAL NEEDS:

_____Time spent being physically active
_____Pleasant and attractive working environment
_____Comfort
_____To be able to travel
_____How I dress (physical appearance)
_____How fast work must be completed
_____Cleanliness
_____Salary
_____Vacation time

EMOTIONAL NEEDS:

_____Responsibility; making decisions
_____Satisfaction; I do only what I like
_____Teamwork; working with others
_____Stability; can stay in position as long as I wish to
_____Service; help people
_____Status; influence others
_____Challenge; to do new and different things
_____Competition; to be quicker or better
_____Commitment; amount of time that must be spent

INTELLECTUAL VALUES:

_____Specialization; do one isolated thing
_____Learning; can acquire new skills
_____Planning; think and organize before acting
_____Creativity; can use skills in different ways
_____Complexity; number of simple steps to be handled at the same time
_____Decision making; time spent making choices
_____Computation; time spent using math skills
_____Abstraction; time spent using ideas, principles, etc.
_____Completion; opportunity to see job through from start to finish

What type of career(s) would include the needs that you have marked as very necessary?

UNDERSTANDING YOURSELF

ACTIVITY SHEET 10--WHAT'S IMPORTANT TO YOU?

Directions: When you go to work, what is going to be important to you? Rank the items from 1--most important to 12--least important. If you have other reasons for working, include them in your rating.

_____ security

_____ salary

_____ right hours

_____ where you work (city, state, country)

_____ having friends who work there

_____ can receive additional training

_____ to be satisfied with your work

_____ right working conditions (nice office, good location, etc.)

_____ chance for promotion(s)

_____ good fringe benefits

_____ like the company and what it does

_____ to be independent (be my own boss)

LIST THE TOP FIVE CHOICES HERE

⬇

UNDERSTANDING YOURSELF

UNIT TEST--PART 1

Read the following definitions and select the correct term by placing the correct letter in the blank.

____ 1. A special quality that makes you an individual

A. Self-concept
B. Task
C. Thought
D. Trait

____ 2. A quality about yourself which distinguishes you from others

A. Characteristic
B. Courage
C. Interest
D. Personality

____ 3. The power or means to do something

A. Ability
B. Acrobatics
C. Attitude
D. Characteristic

____ 4. Something that is completely different from anything else

A. Interest
B. Philosophy
C. Self-concept
D. Unique

____ 5. All the characteristics combined that make you the person you are

A. Personality
B. Philosophy
C. Self-concept
D. Unique

____ 6. Your surroundings

A. Environment
B. Personality
C. Trait
D. Unique

____ 7. A set manner in which you respond to situations

A. Ability
B. Attitude
C. Characteristic
D. Personality

____ 8. Having those qualities needed to guide or direct others

A. Ability
B. Identity
C. Leadership
D. Personality

____ 9. An ability that you have naturally; quickness to learn

A. Ability
B. Aptitude
C. Attitude
D. Interest

____ 10. Something to which you give special attention

A. Ability
B. Imagery
C. Interest
D. Personality

UNIT I

UNDERSTANDING YOURSELF

UNIT TEST--PART 2

A. Put a check next to those things that describe why understanding yourself is hard to do:

_____ 1. People have many traits and characteristics that make the total person.

_____ 2. Most people do not like themselves.

_____ 3. You probably have not taken the time to appraise (evaluate) yourself.

_____ 4. Your personality is created by your family, your friends, your experiences, and your environment.

_____ 5. You are just like everyone else.

B. Answer the following statements True or False by placing a T for True or an F for False in the space at the left.

_____ 1. The career you choose will most likely be the same as many of your friends.

_____ 2. You need to understand yourself so that you can make the best career choice.

_____ 3. You need to be aware of your own reasons for wanting to work.

_____ 4. If you do not understand yourself, you could choose a career with which you will not be happy.

_____ 5. A poor self-concept could influence your ability to succeed.

_____ 6. Your lifestyle needs are important in influencing the career you choose.

_____ 7. No tests are available to help you select careers based on the information you gather about yourself.

_____ 8. You receive a grade on those tests that help you determine a career.

_____ 9. Some tests are used to predict your success in careers.

_____10. Merely choosing a career because someone you know has that career does not mean that it will be the best for you.

_____11. Some employers give tests to predict applicants' success in the jobs for which they are applying.

_____12. Your self-concept is determined by how you see yourself, how others see you, and how you would like to be.

_____ 13. You must answer those questions about yourself honestly; otherwise, the results of the test are of no help to you in selecting the best career.

_____ 14. You need to be aware of both your good and bad qualities when choosing a career.

_____ 15. You should always show consideration for others when you share information about yourselves.

UNIT I

UNDERSTANDING YOURSELF

UNIT TEST--PART 3

A. Complete the following statements by circling the letter beside the correct answer.

1. Work is

    a. an activity directed toward getting something done.

    b. determined by the individual--what some consider as work, others consider as play.

    c. both a and b.

    d. none of the above.

2. Work is important because

    a. most of a person's waking hours are spent working.

    b. half of a person's life is spent involved in work of some kind.

    c. both a and b.

    d. none of the above.

3. Work determines

    a. your aptitude.

    b. your attitude.

    c. your lifestyle.

    d. your personality.

4. Work serves to identify
    a. everyone.
    b. you.
    c. your parents.
    d. your teacher.
5. Reason(s) for working include:
    a. money.
    b. being with others.
    c. being admired by self and others.
    d. all of the above.

B. Identify reasons why you feel you work, or would like to work in the future. Explain your reasons.

UNIT II

ATTITUDES

INFORMATION SHEET 1--TERMS AND DEFINITIONS

1. Attitude--the way you act in a certain way to a given situation

2. Clique--a group of persons who seldom let anyone else into their group; usually become a group because of the same interests, views, or purposes

3. Criticize--to stress the fault of others and things; to "put down" others

4. Opponent--one who takes the opposite position; to compete with another for an office or position

5. Prejudice--to form an idea or opinion without just information; an irrational attitude of hostility directed toward an individual, group, etc.

UNIT II

ATTITUDES

ACTIVITY SHEET 1--UNDERSTANDING TERMS

Directions: Make complete sentences using the following five words:

attitude
clique
criticize
opponent
prejudice

1.

2.

3.

4.

5.

ATTITUDES

INFORMATION SHEET 2--UNDERSTANDING ATTITUDES

I. What Is an Attitude?

  A. The way you relate to people, places, things, etc.

  B. Your state of mind that causes you to respond in a certain way to a given situation

  C. Can be communicated without words

II. Characteristics of a Person with a Positive Attitude

  A. Smiles easily
  B. Willing to change ideas, dress, behavior, etc., when needed
  C. Able to see the other person's point of view
  D. Almost never complains
  E. Accepts the responsibility for mistakes
  F. Seldom, if ever, criticizes others
  G. Thinks of the good in others
  H. Looks the other person in the eye when speaking
  I. Respects the ideas and opinions of others
  J. Seldom, if ever, makes excuses
  K. Has a variety of interests

III. The Effects of Attitudes

A. Friends

1. A positive attitude is catching--it makes others want to be around you.

2. People who are positive are attracted to each other--one positive attitude supports another.

B. School

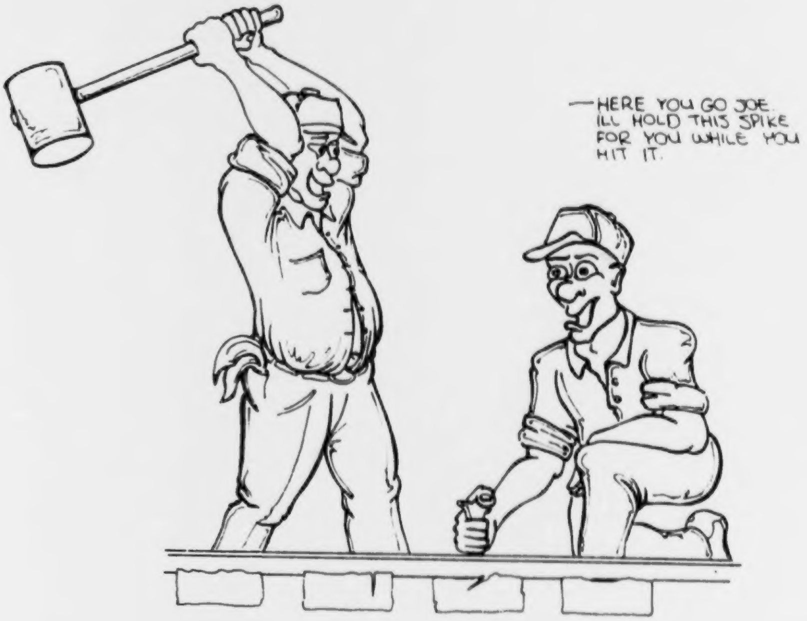
1. The more positive your attitude, the more interest you will take in your school work.

2. The more interest you have, the greater effort you will put forth--leading to more learning and better grades.

C. Work

1. Employers want employees with positive attitudes--your chances of getting the job you want will be greater if you have a positive attitude.

2. A positive attitude makes on-the-job relations run much more smoothly.


HERE YOU GO JOE. ILL HOLD THIS SPIKE FOR YOU WHILE YOU HIT IT.

IV. How to Have a More Positive Attitude

A. First, you have to want a more positive attitude.

B. Do not let yourself be influenced by those who have negative attitudes.

C. Look for the positive in the negative--look on the bright side.

D. Realize that there will be some things you cannot control--look ahead and think of more positive things.

E. Start making your own decisions--don't depend on your friends, your parents, teachers, etc. Think for yourself!

F. Have a purpose for living--make the most of yourself and the most of opportunities that come your way.

V. How Prejudice Affects Your Attitude

A. Prejudice usually leads to criticism.

B. Prejudice leads you to think of the bad in others.

C. Prejudice leaves you unable to see the other person's point of view.

ATTITUDES

ACTIVITY SHEET 2--WE AREN'T BORN WITH NEGATIVE ATTITUDES

Directions: Answer the following questions using complete sentences.

1. How do you think people get negative attitudes?

2. Think of someone you know who has a negative attitude. How do they act?

3. Do you like to be around people who have negative attitudes? Explain your answer.

4. How would you go about helping a friend who developed a negative attitude?

5. What do you do when you find yourself getting a negative attitude?

UNIT II

ATTITUDES

ACTIVITY SHEET 3--CHANGING NEGATIVE ATTITUDES TO POSITIVE

Directions: Write a new sentence with a positive attitude to take the place of those listed below.

A. I need and must have approval and love from all the people I consider important.

B. I must not fail at anything. If I do, it proves that I am stupid, lazy, bad, or all three.

C. When people act unfairly, it means that they are mean, rotten people. They should not act that way! (This includes myself, and when I act that way, it means I am a bad person and I should feel guilty.)

D. When I am frustrated, treated unfairly, or rejected, it is terrible and I just can't stand it.

E. I can't change my feelings. Other people and things, including things that happened during my childhood, cause my feelings. Therefore, I have no control over my feelings.

F. Avoiding problems is easier than solving them. The way to be happy is to enjoy myself and avoid thinking about my problems.

UNIT II

ATTITUDES

ACTIVITY SHEET 4--CASE STUDIES

Directions: First read the case study, then answer the questions.

Bob was by no means the best-looking boy at Texas City Middle School. He did not make the best grades, nor was his family rich. However, Bob was by far the most popular boy in the school. Everyone liked him. Bob had a positive attitude that made people want to be around him.

A. Do you know a Bob in your school?

B. Can you describe the qualities about that person that make him/her so likable?

Tonya was just elected president of the Student Council. James, her opponent, cannot understand why the student body would elect a girl to such an important office. James would not have minded being beaten by another boy in the school. It is the fact that Tonya is a girl that bothers him. Although James could be a great help to the Student Council in other ways, he refuses to help in any way because a girl is the president.

A. Would you say that James is prejudiced? Why or why not?

B. How can being prejudiced affect the behavior of yourself and others?

C. Describe how being prejudiced can affect relations on the job.

Shelby was a little uneasy about moving to a new town and enrolling in a new school. She wondered if she would make new friends and really become a part of the school as she was in the town she lived in before. Although Shelby's concern can be understood easily, she really had no reason to worry. She had one of the happiest, most positive attitudes of any girl her age.

Everything went well for a while. Her positive attitude was appreciated by all. Then, to become part of what she thought was the most popular clique in the school, Shelby began to pick up their negative attitudes. She complained about everything, she rarely smiled, and she began to make fun of everyone and everything. Shelby slowly noticed that only those members of the clique would hang around her. Her negative attitude was evident at school, at parties, and at home. Luckily, a real friend told Shelby one day, "Look, Shelby, when you first came here, everyone liked to be around you. Now you talk about others and never smile any more. We can't stand to be around you."

Sure, Shelby was angry at first, but it did not take her long to realize that what her friend had told her was the truth. She soon became her old positive self again. She worried about losing the friends she had made, but something really strange happened. The members of the clique started acting as if they had a more positive attitude also.

A. How does being with others influence your own attitude?

B. Do you like to be around others who have negative attitudes? Why or why not?

C. If you worked with others who had negative attitudes, how would you act?

D. Why do you think the other members of the clique started having a more positive attitude?

B. What areas need improving?

C. Are you willing to improve in those areas?

D. Explain how you plan to improve those areas.

UNIT II

ATTITUDES

UNIT TEST--PART 1

Match the following terms with their correct definitions by placing the letter in the blank at the left.

_____ 1. Attitude

_____ 2. Prejudice

_____ 3. Criticize

_____ 4. Clique

_____ 5. Opponent

a. to stress the fault of others and things; to "put-down" others

b. one who takes the opposite position; to compete with another for an office and position

c. to form an idea or opinion without just information; an irrational attitude of hostility directed toward an individual, group, etc.

d. a group of persons who seldom let anyone else in their group; becomes a group because of the same interests, views, or purposes

e. the way you act in a certain way to a given situation

UNIT II

ATTITUDES

UNIT TEST--PART 2

A. List five of the eleven characteristics of a positive attitude.

1.

2.

3.

4.

5.

B. Answer the following questions True if the statement is correct and False if the statement is incorrect by placing a T for True or an F for False in the space at the left.

_____ 1. A positive attitude is catching--it makes others want to be around you.

_____ 2. Having a positive attitude will not help you with school work.

_____ 3. Employers want employees with positive attitudes.

_____ 4. The first step in having a more positive attitude is to want a more positive attitude.

_____ 5. You should let yourself be influenced by those with negative attitudes.

_____ 6. You should realize that there will be some things you cannot control.

_____ 7. You should start making your own decisions.

_____ 8. You should look for the positive in the negative.

_____ 9. A positive attitude does not affect on-the-job relations.

_____ 10. Having a purpose for living is not necessary. You have little control over what happens to you.

C. Explain in your own words how prejudice can affect attitudes. You may want to give an example.

UNIT III

INTERESTS

INFORMATION SHEET 1--TERMS AND DEFINITIONS

1. Checklist--a form on which you place a check mark next to a list of those tasks or careers that would interest you; you are then asked to see if there is a pattern to the check marks, in order to help you in determining those careers that would fit your interests.

2. Electives--those courses that you choose to take

3. Hobby--something that you do often for fun or leisure (if you are free to do anything you wish)

4. Interest--something to which you give special attention

5. Inventory--estimate of your interests based upon responses to a set of questions concerning your likes and dislikes; most scores are obtained by comparing your responses to those individuals in the career.

6. Prestige--a need to be famous or have the respect of others

7. Risk--chance of getting hurt, or of losing, failing, etc.; danger

8. Task--an "everyday" duty that is required in order to perform a career

UNIT III

INTERESTS

ACTIVITY SHEET 1--LEARNING TERMS AND DEFINITIONS

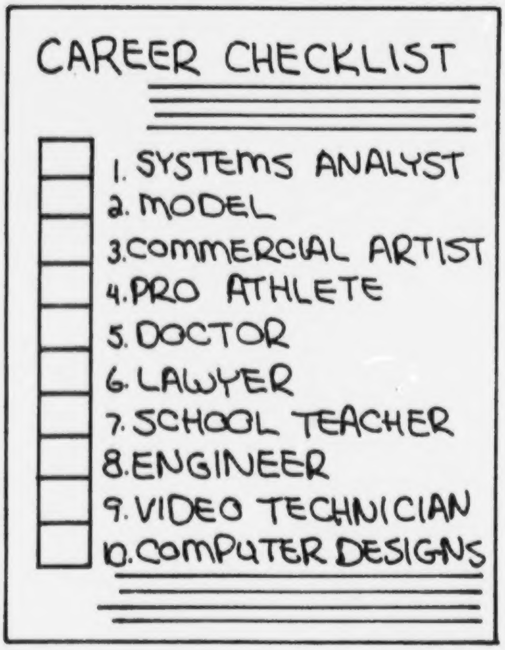
Directions: First read the statement and look at the picture. Choose your answers from the words below.

Inventory
Task
Hobby
Elective

Risk
Prestige
Interest
Checklist

What is this called?

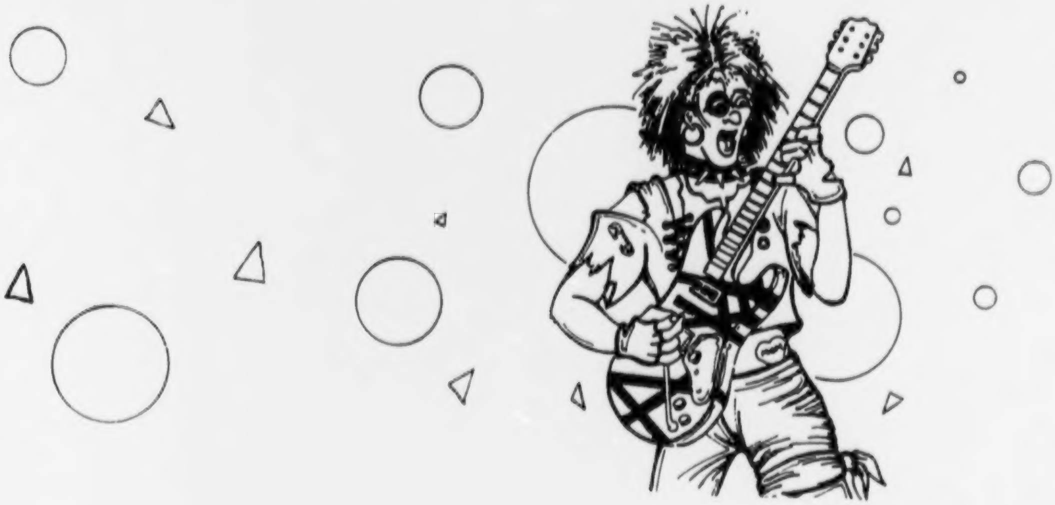
1.


CAREER CHECKLIST
1. SYSTEMS ANALYST
2. MODEL
3. COMMERCIAL ARTIST
4. PRO ATHLETE
5. DOCTOR
6. LAWYER
7. SCHOOL TEACHER
8. ENGINEER
9. VIDEO TECHNICIAN
10. COMPUTER DESIGNS

____

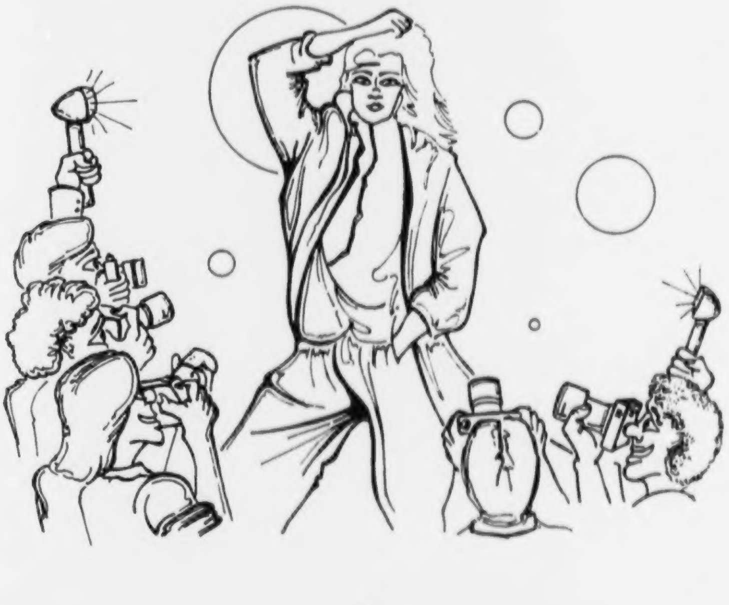
2. Joe likes to play his guitar whenever he has any free time. What is playing his guitar called?

____

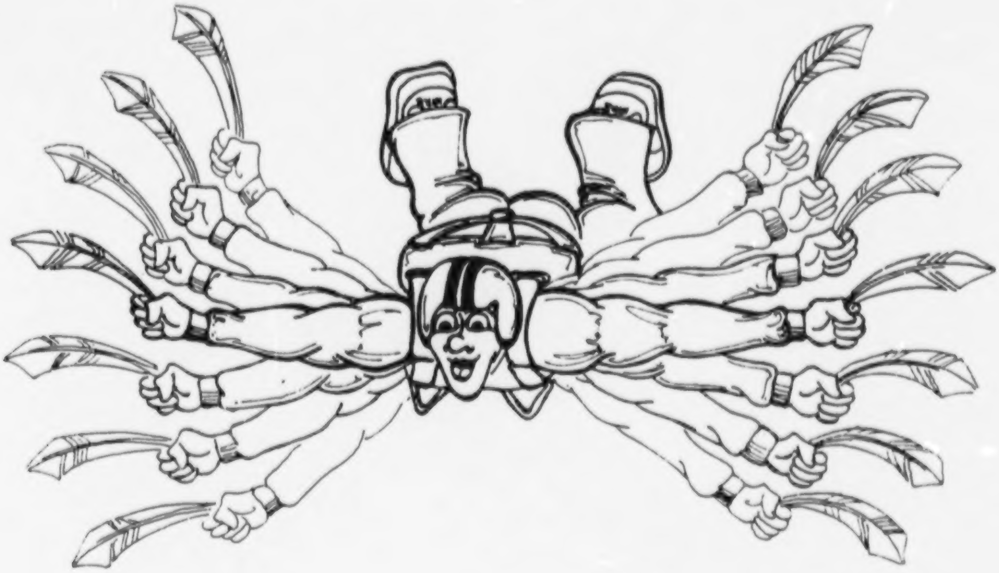


3. Jill would like to be famous and to have the respect of others. What is this need called?

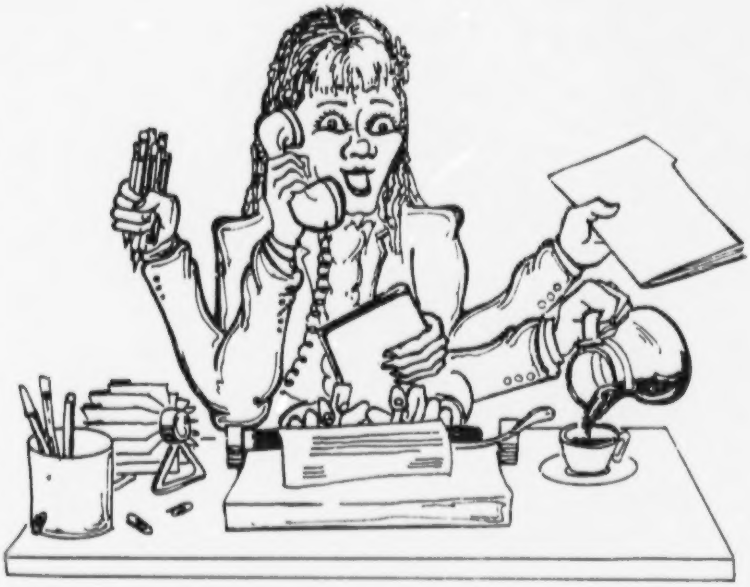
____



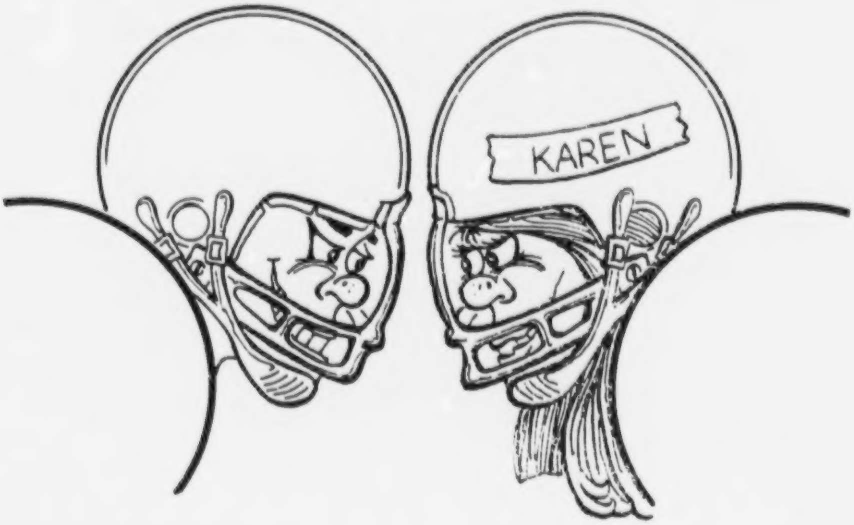
4. Bill enjoys skydiving. He likes the excitement, the chances he takes, and the danger. What is the word that describes what Bill enjoys?______ ________________



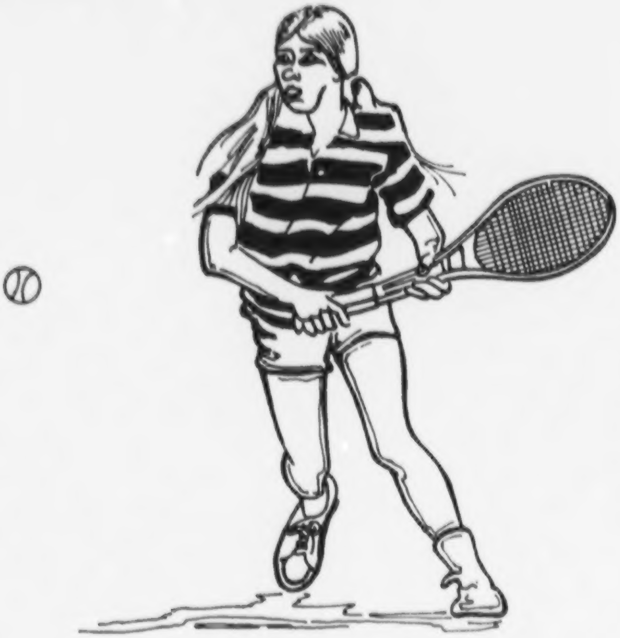
5. Dollie must do an "everyday" duty that all secretaries get used to as just being part of her job. This "duty" is also known as ________________ __________.



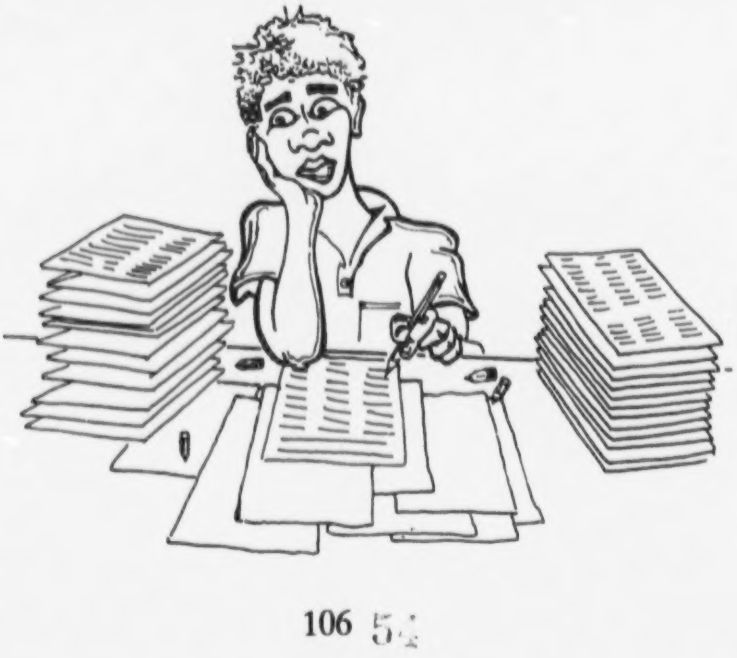
6. Karen chose to take football--although it is not required of her to pass the eighth grade. Football is a (an) __________, rather than being a required course.



7. Maria likes to play tennis, read all about it in magazines and books, and watch the tennis matches on television. Maria has a (an) __________ __________ in tennis.



8. Bob, an eighth grader, is having a difficult time deciding on his high school schedule. His counselor gave him several tests that asked Bob to answer questions about what he liked and disliked. She told him that the scores on the test were obtained by comparing his results with people who were in the field. Bob took a (an) interest ______________ _____.



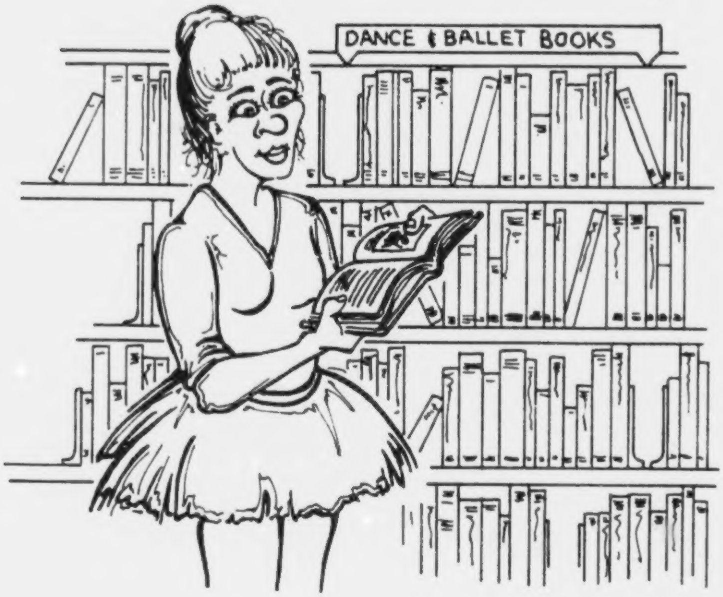
1. Check out books from your school and/or community library that contain information about the careers.

2. Talk to people who currently have the careers.

3. Visit the places where the careers are performed.

4. Look for information on different careers that are similar to those that match your interests.

(**NOTE:** Always remember that your interests could change as you are exposed to new experiences.)



4. If I seem to change hobbies often, is there a pattern to the types of hobbies I pursue?

   EXAMPLE: Drawing, cartoons; drawing, mechanical; painting, artistic.

5. Is there a pattern to the type of television shows I watch, the books I read, the articles in magazines and newspapers that catch my eye, etc.?

B. Complete measures of interest

1. Checklists
2. Inventories

III. What to Do After You Know What Your Interests Are

A. Use resources that will assist you in matching your interests to different careers.

1. *Occupational Outlook Handbook*

2. *Dictionary of Occupational Titles*

3. *Dictionary of Holland Occupational Codes*

   (**NOTE:** After completing some interest inventories, you will be given a profile sheet that lists those careers that match your interests.)

B. Find out all you can about those careers that match your interests.

UNIT III

INTERESTS

ACTIVITY SHEET 2--ME BAGS

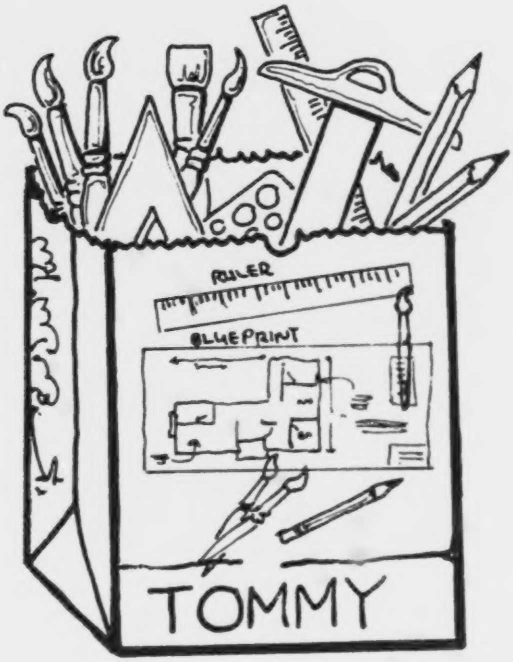
Directions: Using large grocery sacks, tell something about yourself and your interests.

1. Decorate the outside of the sack using small objects, pictures from magazines, etc., that would show others something about yourself and your interests (you may also wish to decorate the outside of the sack by cutting out or drawing the letters of your name).

2. Fill the sack with objects that show your interests.

   EXAMPLES: tennis rackets, books, video games, etc.

3. Share the information with your classmates.



INTERESTS

ACTIVITY SHEET 3--INTEREST AND ACTIVITY APPRAISAL CHART

Directions: Complete the Interests and Activity Appraisal Chart according to the following directions.

1. List ten of your present interests or activities.
2. After you complete the list, go back and rank them in order of those you like the most--number 1 being the most important.
3. Estimate how often you do this activity--daily, weekly, monthly, etc.
4. Note whether you prefer to do the activity alone or with someone.
5. Note whether you like to be indoors or outdoors.
6. Estimate the cost of doing the activity.
7. Place a "   " if there is some kind of risk involved.
8. Place a "   " if the activity gives you prestige.
9. After completing the appraisal, list in the last column a career or careers that might relate to each interest or activity.
10. After completing the chart, answer the following questions:

A. If you found that your interests often involve people, name careers that would require working closely with people.

B. If you found that your interests often have more to do with either indoors or outdoors, name careers that would fit this need.

C. If money is an important factor to your interests, can you think of careers that would satisfy both your need for money and your interests?

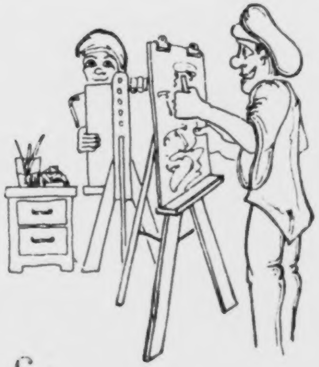
D. If you found that most of your interests contain an element of risk, what careers can you think of that would contain some form of risk?

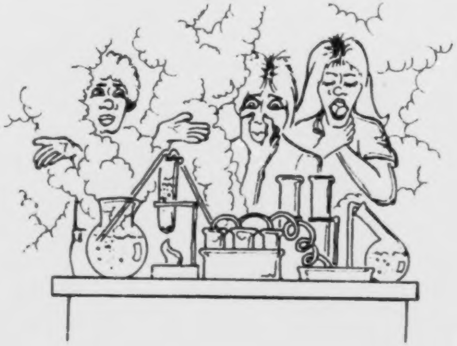
E. If prestige seemed to be important to you, can you name careers that would provide you prestige?

F. Write down any careers that you mentioned twice or more. Use available resources to find out more information concerning these careers.

INTEREST AND ACTIVITY APPRAISAL CHART

	INTEREST/ACTIVITIES	RANK	HOW OFTEN	PEOPLE/ALONE	INDOORS/OUTDOORS	MONEY	RISK	PRESTIGE	CAREERS
1.									
2.									
3.									
4.									
5.									
6.									
7.									
8.									
9.									
10.									



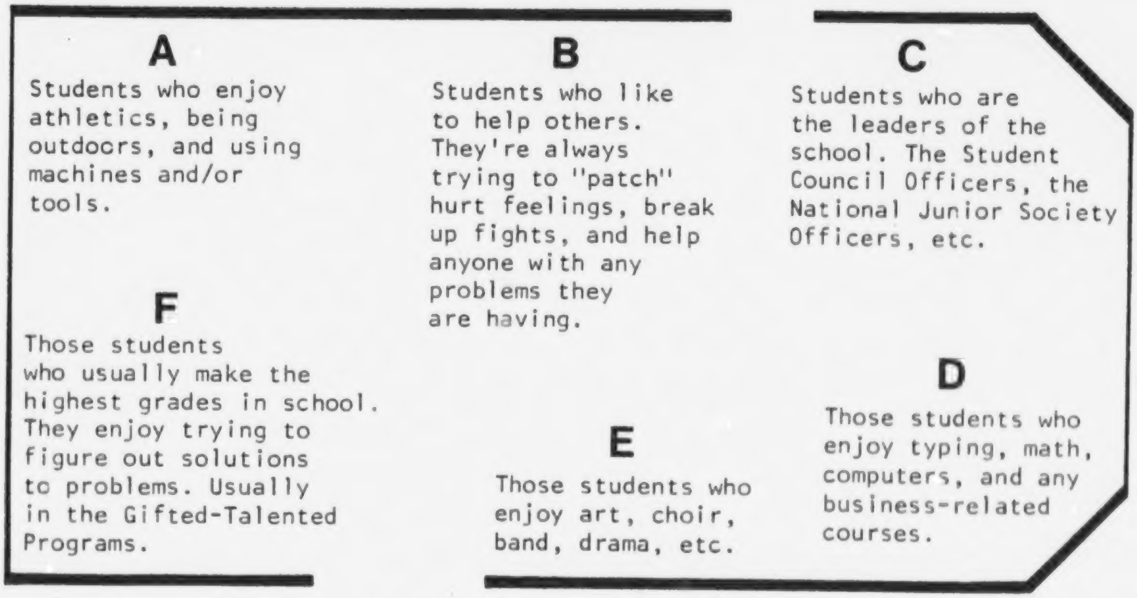


UNIT III

INTERESTS

ACTIVITY SHEET 4--PEOPLE WITH THE SAME INTERESTS

Directions: Below is a picture of a room in which a party is taking place. Those not dancing have all gathered in the corners because of their similar interests.



A

Students who enjoy athletics, being outdoors, and using machines and/or tools.

B

Students who like to help others. They're always trying to "patch" hurt feelings, break up fights, and help anyone with any problems they are having.

C

Students who are the leaders of the school. The Student Council Officers, the National Junior Society Officers, etc.

D

Those students who enjoy typing, math, computers, and any business-related courses.

E

Those students who enjoy art, choir, band, drama, etc.

F

Those students who usually make the highest grades in school. They enjoy trying to figure out solutions to problems. Usually in the Gifted-Talented Programs.

1. If you attended this party, which corner of the room would you be drawn to, or which group would you enjoy being with for the longest period of time? You do not have to do any talking--you can just listen. Write down the letter of your choice and things about the group that interest you the most.

2. Assume that awhile later the group that you chose had to leave to attend a banquet. Of the groups that remain now, which would you be drawn to, or whose company would you enjoy for the longest time. Again, write down the letter of your choice and things about the group that interest you the most.

3. Suppose the last group also had to leave to attend the banquet. Of the groups that remain now, which would you choose. Write down the letter of your choice and things about the group that interest you the most.

This exercise is based on research done by Dr. John L. Holland. He states that people tend to be attracted to those who have the same interests and skills as they do. Holland also states that people can be grouped into personality types.

SUGGESTED FOLLOW-UP: Completion of the *Self-Directed Search.*

UNIT III

INTERESTS

UNIT TEST--PART 1

Match the following terms to their definitions by placing the correct letter in the blank at the left.

_____ 1. Task

_____ 2. Electives

_____ 3. Checklist

_____ 4. Prestige

_____ 5. Inventory

_____ 6. Risk

_____ 7. Interest

_____ 8. Hobby

a. those courses that you choose to take

b. chance of getting hurt, or of losing, failing, etc.; danger

c. a need to be famous or have the respect of others

d. something to which you do often for fun or leisure (if you are free to do anything you wish)

e. something to which you give special attention

f. a form on which you place a check mark next to a list of those tasks or careers that would interest you

g. an "everyday" duty that is required in order to perform a career

h. estimate of your interests based upon responses to a set of questions concerning your likes or dislikes

UNIT III

INTERESTS

UNIT TEST--PART 2

A. Place an X next to the reasons for learning what your interests are.

___ 1. Interests affect your lifestyle.

___ 2. Interests affect the people with whom you come in contact.

___ 3. Interests influence the career you choose.

___ 4. Interests often satisfy social/emotional needs.

___ 5. Interests affect the hobby(ies) you pursue.

B. Explain how interests affect career choice.

C. Place an X next to those questions you can ask yourself to find out what your interests are.

___ 1. How do I spend my free time?

___ 2. How many brothers and sisters do I have?

___ 3. Do I have any hobbies?

___ 4. Where do I live?

___ 5. What electives have I chosen in school?

___ 6. Is there a pattern to the hobbies I pursue?

___ 7. Is there a pattern to the type of television shows I watch, the books I read, etc.

D. List two resources that will assist you in matching your interests to careers.

1.

2.

E. Name two interests you discovered that you have.

1.

2.

F. Name two occupations that you discovered are related to your interests.

1.

2.

UNIT IV

ABILITIES

INFORMATION SHEET 1--TERMS AND DEFINITIONS

1. Ability--the power or means to do something
2. Achievement level--stage of progress after a period of training or learning
3. Analytical--ability to break something into its parts to examine them and see how they fit together
4. Creative literacy--ability to write with imagination
5. Intelligence--the ability to learn and understand
6. Manual--made, done, or worked with the hands
7. Musical--skilled in music
8. Persuasive--ability to get someone to do or believe something by making it seem like a good idea
9. Physical--working of the body in a manner in which a desired goal is reached
10. Social--enjoying the company of others

UNIT IV

ABILITIES

ACTIVITY SHEET 1--WORD FIND

Directions: Complete the sentences using the following words, and then locate the words in the Word Find by drawing a line through the word.

Ability
Achievement level
Analytical
Creative literacy
Intelligence
Manual
Musical
Persuasive
Physical
Social

```
S R A B I L I T Y C D E F G I J L K T Q
O Z T K L B M A N U A L T U I E W X Z F
U S I L A C M U S I C A L O R E W B N H
N N J K L E R E R E S O C I A L O P T R
A C H I E V E M E N T L E V E L L A L T
W E R E P R E D T E D C Z W I O R K K E
C R E A T I V E L I T E R A C Y A B I L
E I V H S N O W Q L P X I R M C G Y R S
I N T E L L I G E N C E O S G T E D C H
E T I C S H H J A N A L Y T I C A L X B
R Y I P Q W S G D K V N M Z H F Y G H S
T I S V O P P E R S U A S I V E C H J K
P E D H C Y E V U O L K O W O G N V H T
T O W I V G H I O W D S F T E R B V N U
Y P E G B C S W Q R E D F J K O W P M E
E T Y P B S H E H N M S W E R O G R S R
Q T E W I G N M S G Y E Y V D G H P Y T
B K I T G B C D E T U H A D E R I P H R
I K E P H Y S I C A L E O B C H S T F P
T O E P B D H B W A Z X H I P F G K N E
```

1. To write with imagination is __________________ __________________.

2. Skilled in music is also known as being __________________________.

3. To be made, done, or worked with the hands is also known as ______.

4. The power or means to do something is a (an) ___________________.

5. The ability to learn and understand is ______________________________.

6. The ability to get someone to do or believe something by making it seem like a good idea is ______________________________.

7. The stage of progress after a period of training or learning is known as a (an) ____________________________ ________________.

8. The ability to break something into its parts to examine them and see how they fit together is also known as being ________________________.

9. Working the body in a manner in which a desired goal is reached is also known as ______________________.

10. Enjoying the company of others is also known as ___________________.

UNIT IV

ABILITIES

INFORMATION SHEET 2--UNDERSTANDING ABILITIES

I. Why You Should Learn What Your Abilities Are

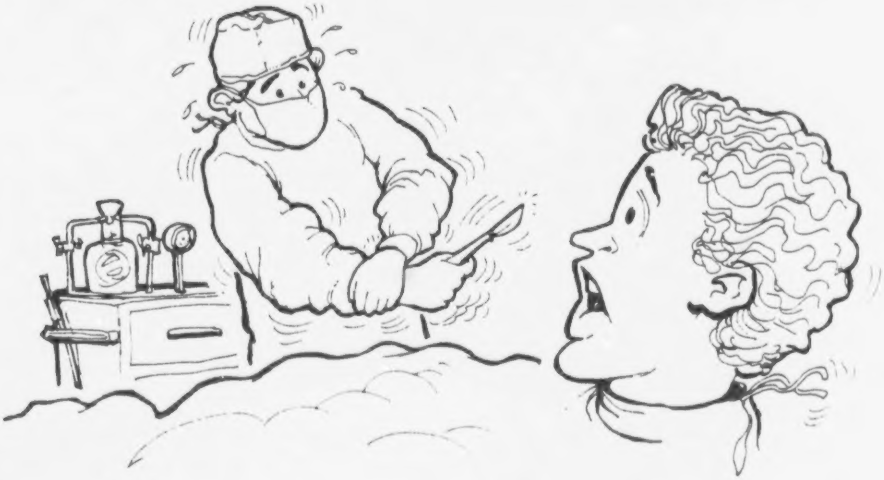
A. Knowing what your abilities are can serve as a means for determining your strengths and weaknesses.

B. Knowing what your abilities are can help you avoid choosing a career with which you would be unhappy.

1. Your interest in a certain career does not guarantee that you will be successful in it.

2. You must be able to perform the duties that make the career.

EXAMPLE: Tom is interested in becoming a brain surgeon. He has read many books on the subject and has gone so far as to speak with a brain surgeon in his hometown. Tom, however, does not have steady hands. In fact, they tend to shake all the time. Therefore, Tom has the interest, but not the ability.



C. Knowing what your abilities are can help you narrow your choice of careers.

II. Ways to Find Out What Your Abilities Are

A. Checking the grades you have made will help you find out what subjects in which you do best.

(**NOTE:** Only if you completed all assignments and tried to do your best.)

B. Checking your achievement level will give you an idea of your strengths and weaknesses.

(**NOTE:** Achievement tests are usually given each year. If you do not already know the results, check with your school counselor.)

C. Think of those things at which others have said you are good.

D. Complete ability test measures.

III. Steps to Take After You Discover Your Abilities

A. Use resources in your classroom to find information on those careers that interest you.

B. Determine the abilities needed to be successful in the career.

C. Match your abilities with those required for career success.

D. If the career requires abilities you do not have, look at other careers that are similar.

2.	Work on projects even after you have failed to get the results you want after several tries?	___	___
3.	Want to know the causes and reasons for things happening?	___	___
4.	Enjoy reading about new inventions or discoveries?	___	___
5.	Enjoy understanding what makes things work, even to the extent of taking them apart?	___	___

TOTAL YES ANSWERS ____________________

C.	ARE YOU THE TYPE OF PERSON WHO:	YES	NO
1.	Writes essays that teachers say are really good?	___	___
2.	Writes stories that others have said are really good?	___	___
3.	Writes poetry that others have said is really good?	___	___
4.	Reads every chance you get?	___	___
5.	Is good at coming up with new ideas for stories, poems, etc.?	___	___

TOTAL YES ANSWERS ____________________

D.	DO YOU:	YES	NO
1.	Enjoy drawing or painting?	___	___
2.	Draw pictures that others say are really good?	___	___

3.	Sketch cartoons that others say are really good?	___	___
4.	Use art as a way of telling others what you think or how you feel?	___	___
5.	Enjoy looking at art work that others have done?	___	___
6.	Draw pictures while daydreaming?	___	___
7.	Use oil paints or pastels with success?	___	___

TOTAL YES ANSWERS ____________________

E.	DO YOU:	YES	NO
1.	Sing well?	___	___
2.	Have others who ask you to sing for special occasions?	___	___
3.	Take lessons from someone to learn to play a musical instrument?	___	___
4.	Have others who ask you to play a musical instrument for special occasions?	___	___
5.	Perform in a musical group at church, school, or for money?	___	___
6.	Enjoy listening to music?	___	___
7.	In the opinion of someone who is an expert, have a musical talent above that of most persons?	___	___

TOTAL YES ANSWERS ____________________

4.	Use art as a way of telling others what you think or how you feel?	___	___
5.	Enjoy looking at art work that others have done?	___	___
6.	Draw pictures while daydreaming?	___	___
7.	Use oil paints or pastels with success?	___	___

TOTAL YES ANSWERS ____________________

E.	DO YOU:	YES	NO
1.	Sing well?	___	___
2.	Have others who ask you to sing for special occasions?	___	___
3.	Take lessons from someone to learn to play a musical instrument?	___	___
4.	Have others who ask you to play a musical instrument for special occasions?	___	___
5.	Perform in a musical group at church, school, or for money?	___	___
6.	Enjoy listening to music?	___	___
7.	In the opinion of someone who is an expert, have a musical talent above that of most persons?	___	___

TOTAL YES ANSWERS ____________________

F.	ARE YOU GOOD AT:	YES	NO
1.	Selling things?	___	___
2.	Making others see your point?	___	___
3.	Getting your friends to do something you wish?	___	___
4.	Getting your parents to let you do something you wish?	___	___

TOTAL YES ANSWERS ____________________

G.	DO YOU:	YES	NO
1.	Play on a sports team at your school or in your city?	___	___
2.	Participate in a physical activity often?	___	___
3.	Enjoy watching sports either in person or on televsion?	___	___
4.	Receive praise from your coach on how well you perform?	___	___
5.	Think you are good in sports?	___	___
6.	Think you are in good physical shape?	___	___
7.	Receive praise from others on how well you perform?	___	___

TOTAL YES ANSWERS ____________________

H.	ARE YOU GOOD AT:	YES	NO
1.	Putting puzzles together?	___	___
2.	Putting model ships, cars, or planes together?	___	___
3.	Sewing or other kinds of needlework?	___	___
4.	Following directions?	___	___
5.	Building things that require extra work and time?	___	___
6.	Craft projects that require putting together small pieces?	___	___
7.	Repairing machines?	___	___

TOTAL YES ANSWERS ____________________

I.	DO YOU:	YES	NO
1.	Enjoy helping others?	___	___
2.	Find that your friends tell you about their problems?	___	___
3.	Often think of ways you can make others feel better?	___	___
4.	Like to be around others?	___	___
5.	Try to stop fights in your school before they get out of hand?	___	___
6.	Hold your temper most of the time?	___	___
7.	Try to see the other person's point of view?	___	___

TOTAL YES ANSWERS ____________________

2.	Putting model ships, cars, or planes together?	___	___
3.	Sewing or other kinds of needlework?	___	___
4.	Following directions?	___	___
5.	Building things that require extra work and time?	___	___
6.	Craft projects that require putting together small pieces?	___	___
7.	Repairing machines?	___	___

TOTAL YES ANSWERS ____________________

I.	DO YOU:	YES	NO
1.	Enjoy helping others?	___	___
2.	Find that your friends tell you about their problems?	___	___
3.	Often think of ways you can make others feel better?	___	___
4.	Like to be around others?	___	___
5.	Try to stop fights in your school before they get out of hand?	___	___
6.	Hold your temper most of the time?	___	___
7.	Try to see the other person's point of view?	___	___

TOTAL YES ANSWERS ____________________

TO FIND OUT WHAT YOUR ANSWERS MEAN:

1. Write the letter of the group that had the most yes answers._____

2. Write the letter of the group that had the next highest number of yes answers._____

3. Match the letters to the chart on the next page to find out what abilities you have.

A.	**INTELLIGENCE**	You have the ability to learn things easily.
B.	**ANALYTICAL**	You have the ability to solve problems by breaking them into parts to see how they make the whole.
C.	**CREATIVE LITERACY**	You have the ability to write in a manner that is enjoyable for others to read.
D.	**ARTISTIC**	You have the ability to make things that have form and/or beauty.
E.	**MUSICAL**	You have the ability to put tones together in a manner that is pleasing to the ear.
F.	**PERSUASIVE**	You have the ability to convince others.
G.	**PHYSICAL**	You have the ability to use your body or parts of your body to reach a desired goal.
H.	**MANUAL**	You have the ability to use your hands to reach a desired goal.
I.	**SOCIAL**	You have the ability to get along with others and/or to help others.

UNIT IV

ABILITIES

ACTIVITY SHEET 3--MATCHING YOUR ABILITIES TO CAREERS

Directions: Using resources in the classroom, find five careers that would require the ability (abilities) you found that you have; using information about each career, complete the chart below.

NAME OF CAREER	SOURCE OF INFORMATION	OTHER ABILITIES NEEDED	WOULD YOU ENJOY THIS CAREER?

UNIT IV

ABILITIES

UNIT TEST--PART 1

Match the following terms to their definitions by placing the correct letter in the blank at the left.

_____ 1. Musical

_____ 2. Achievement level

_____ 3. Manual

_____ 4. Persuasive

_____ 5. Creative literacy

_____ 6. Analytical

_____ 7. Social

_____ 8. Physical

_____ 9. Intelligence

_____10. Ability

a. the ability to learn and understand

b. skilled in music

c. to write with imagination

d. stage of progress after a period of training or learning

e. made, done, or worked with the hands

f. working of the body in a manner in which a desired goal is reached

g. able to break something into its parts to examine them and see how they fit together

h. able to get someone to do or believe something by making it seem like a good idea

i. the power or means to do something

j. enjoying the company of others

UNIT IV

ABILITIES

UNIT TEST--PART 2

A. Answer the following statements True or False by placing a T for True or an F for False in the blank at the left.

_____ 1. Checking your grades will help you find out what your abilities are--even if you have **not** completed your assignments and done your best.

_____ 2. Checking your achievement level will give you an idea of your strengths and weaknesses.

_____ 3. Thinking of those things that others have said you are good at will help you find out what your abilities are.

_____ 4. Knowing what your abilities are can help you narrow your choice of careers.

_____ 5. You do not need any abilities, only an interest, to be a success in a career.

_____ 6. Completing ability test measures will help you discover your abilities.

B. List steps you should follow to match your abilities to careers.

1.

2.

3.

4.

C. Name an ability you found that you have and a career that requires the use of the ability.

D. Explain in your own words why it is important to learn what your abilities are.

UNIT V

APTITUDES

INFORMATION SHEET 1--TERMS AND DEFINITIONS

1. Aptitude--an ability that you have naturally; quickness to learn or understand
2. Clerical perception--ability to perceive detail in verbal or tabular material; to observe differences in copy, to proofread words and numbers
3. Finger dexterity--ability to move the fingers and rapidly **or** accurately manipulate small objects with the fingers
4. Form perception--ability to perceive detail in objects; to make comparisons and discriminations and see slight differences in shapes and shadings of figures and widths and lengths of lines
5. Intelligence--general learning ability; the ability to "catch on" or understand instructions and underlying principles; ability to reason and make judgments; closely related to doing well in school
6. Manual dexterity--ability to move the hands easily and skillfully; to work with the hands in placing and turning motions
7. Motor coordination--ability to coordinate eyes and hands or fingers rapidly and accurately in making precise movements with speed; ability to make a movement response accurately and quickly
8. Numerical--ability to perform mathematical operations quickly and accurately
9. Spatial--ability to comprehend forms in space and understand relationships of plane and solid objects; may be used in such tasks as blueprint reading and in solving geometry problems
10. Verbal--ability to understand meanings of words and ideas associated with them, and to use them effectively; to present information or ideas clearly

UNIT V

APTITUDES

ACTIVITY SHEET 1--UNSCRAMBLING TERMS

Directions: Unscramble the following terms.

1. An ability you have naturally; quickness to learn or understand

   ttpaideu ____________________

2. General learning ability; the ability to "catch on" or understand instructions and underlying principles; ability to reason and make judgments; closely related to doing well in school

   einlletinegc ________________

3. Ability to understand meanings of words and ideas associated with them and to use them effectively; to present information or ideas clearly

   lrevba ________________

4. Ability to perform mathematical operations quickly and accurately

   rnuemcali _________________

5. Ability to comprehend forms in space and understand relationships of plane and solid objects; may be used in such tasks as blueprint reading and in solving geometry problems

   laitasp ________________

6. Ability to perceive detail in objects; to make comparisons and discriminations and see slight differences in shapes and shadings of figures and widths and lengths of lines

rfom ecprepiont ________ ________________

7. Ability to perceive pertinent detail in verbal or tabular material; to observe differences in copy; to proofread words and numbers

lrecilac ecperptoin ________ ______________

8. Ability to coordinate eyes and hands or fingers rapidly and accurately in making precise movements with speed; ability to accurately and quickly make a movement response

rootm oorcdnainoit ________ ______________

9. Ability to move the hands easily and skillfully; to work with the hands in placing and turning motions

lanuam xedtreity ________ _______________

10. Ability to move the fingers and rapidly or accurately manipulate small objects with the fingers

rnfige dtxeeriyt ________ ________________

UNIT V

APTITUDES

INFORMATION SHEET 2--LEARNING ABOUT APTITUDES

I. Why You Should Learn What Your Aptitudes Are

A. Knowing what your aptitudes are can help you narrow your alternatives of careers to those that you are most likely to do the best in with the least amount of effort.

B. Knowing what your aptitudes are will help you predict how well you will perform the job duties of a career.

C. Knowing what your aptitudes are will help you and others predict how well you will do with additional training and/or education.

EXAMPLE: The **Scholastic Aptitude Test** tells you and others the chances you have for success in college.

D. Knowing what your aptitudes are will help you predict the level you are likely to reach in school and in work.

E. Knowing what your aptitudes are will give you an idea of your strengths and weaknesses.

II. Ways to Find Out What Your Aptitudes Are

A. Ask yourself, What things am I really good at? What things have I found that I really don't have to put forth much effort to do correctly?

B. Complete tests designed to measure several aptitudes.

1. These tests are often called aptitude batteries.

2. They are usually given by employment agencies so that the agency will know what type of job in which to place you.

3. The test that is given by the Texas Employment Commission is the **General Aptitude Test Battery**.

C. Complete tests that measure specific aptitudes.

1. These are given by business, technical, and specialized schools.

EXAMPLE: Clerical tests, art tests, music tests

2. They are used to predict your success in completing training programs in these areas.

III. Why Aptitude Tests Are Given

A. To survey your aptitudes in order to plan for your education and/or training.

B. To better understand your good points that you already know exist.

C. To help make decisions about instant entry into work.

EXAMPLE: Those tests are given by employment agencies.

D. To help you narrow your career alternatives.

IV. Can Aptitude Test Scores Be Improved?

A. In some cases, aptitude test scores can be raised by practice.

B. The purpose, however, of aptitude tests is to give you an idea of what you are good at naturally.

V. How Aptitude Tests Are Able to Measure Aptitudes

A. Aptitudes that are needed to be successful in certain areas are identified.

B. Aptitudes are broken down into factors.

C. These factors are used to predict aptitude.

EXAMPLE: The aptitude of intelligence has the following factors: how well you understand what you hear or read, how well you can reason problems that deal with numbers, how well you can see how certain figures can be made into an object, and how well you can remember things.

D. Tests are then made that measure the factors.

E. After taking some aptitude tests, scores you receive are compared to careers that require use of the aptitudes in performing the job tasks.

VI. What to Do After You Discover Your Aptitudes

A. Use resources in your classroom to find more information on careers that have your aptitudes.

B. Interview workers in the careers you are interested in to find what aptitudes they feel are important.

C. If a career that you are truly interested in does not require the use of the aptitudes that you have found that you possess, look at careers that are similar.

   (NOTE: Often, careers that are similar require aptitudes that are different.)

UNIT V

APTITUDES

ACTIVITY SHEET 2--MEASURING YOUR CLERICAL APTITUDE

Directions: This activity measures your ability to observe differences in copy and to proofread words and numbers. To find out if you have this aptitude, begin only when your teacher has read the directions and has given you instructions to start.

Look at each set of items, circle the S if the set is the SAME, or N if the set is NOT the same.

1.	Addie Johnson	Addie Johnsen	S	N
2.	Youngjoo Yoon	Youngjoo Yoon	S	N
3.	S. Cunningham	S. Cunningham	S	N
4.	Jan Skrivanek	Jan Skrabanek	S	N
5.	Phillis House	Phillip House	S	N
6.	Albert Jimenez	Albert Jimenez	S	N
7.	Irene Lunceford	Irene Lunsford	S	N
8.	Convenience	Convenience	S	N
9.	Acquaintance	Acquaintence	S	N
10.	Box Inc.	Box Icn.	S	N
11.	892 346	892 346	S	N
12.	503 CND	503 GND	S	N
13.	1C606F7	1C606F7	S	N
14.	WMMWW	WWMMW	S	N
15.	593-50-7642	592-50-7642	S	N

16.	726-98-1124	726-98-1214	S	N
17.	BZR-AO-FZXP	BZR-AO-FZXP	S	N
18.	4296	4276	S	N
19.	MgFd	Mgd	S	N
20.	2LQ8	21Q8	S	N

APTITUDES

ACTIVITY SHEET 3--MEASURING YOUR NUMERICAL APTITUDE

Directions: This activity measures your ability to compute mathematical problems accurately and quickly. Circle the letter of the correct answer to each of these problems. You may use the activity sheet to figure your answers. Do not begin until your instructor tells you to do so.

1. Bill makes $1.25 an hour. How much would he make if he worked 6 hours?
   a. $6.50
   b. $6.00
   c. $7.50
   d. None of these

2. Lucy sold 1/3 as many computers this month as she did last month when she sold 24. How many computers did she sell this month?
   a. 8 1/3
   b. 7 1/3
   c. 8
   d. None of these

3. 540
   +312
   a. 742
   b. 852
   c. 850
   d. None of these

4. 654
   832
   114
   +508
   a. 2008
   b. 2108
   c. 2248
   d. None of these

5. 54 + 16 =
   a. 80
   b. 70
   c. 40
   d. None of these

6. 42 1/2
   + 3 3/4
   a. 45 1/4
   b. 46 1/2
   c. 46 1/4
   d. None of these

7. $\begin{array}{r} 426 \\ \underline{-159} \end{array}$

a. 276
b. 267
c. 278
d. None of these

8. $\begin{array}{r} 793 \\ \underline{-\ 21} \end{array}$

a. 762
b. 752
c. 772
d. None of these

9. $\begin{array}{r} 9.36 \\ \underline{-4.50} \end{array}$

a. 5.76
b. 4.86
c. 3.76
d. None of these

10. $\begin{array}{r} 27 \\ \underline{-12} \end{array}$

a. 15
b. 25
c. 35
d. None of these

11. $\begin{array}{r} 9\ 3/8 \\ \underline{-\ 2\ 1/4} \end{array}$

a. 6 2/4
b. 7 1/8
c. 7 1/4
d. None of these

12. $\begin{array}{r} 34 \\ \underline{\times\ 12} \end{array}$

a. 408
b. 208
c. 608
d. None of these

13. $\begin{array}{r} 563 \\ \underline{\times\ \ 48} \end{array}$

a. 28042
b. 27024
c. 27014
d. None of these

14. $7\overline{)63}$

a. 9
b. 8
c. 7
d. None of these

15. 104 ÷ 13 =

a. 8.6
b. 8
c. 8.4
d. None of these

16. 2 1/2 ÷ 1/4 =

a. 10
b. 12 1/2
c. 10 1/4
d. None of these

17. 78 x 10 =

a. 790
b. 780
c. 770
d. None of these

18. 29 - 4 =

a. 15
b. 16
c. 17
d. None of these

19. 999 - 99 =

a. 911
b. 900
c. 811
d. None of these

20. 450 + 490 =

a. 940
b. 860
c. 920
d. None of these

UNIT V

APTITUDES

ACTIVITY SHEET 4--MEASURING YOUR FORM PERCEPTION APTITUDE

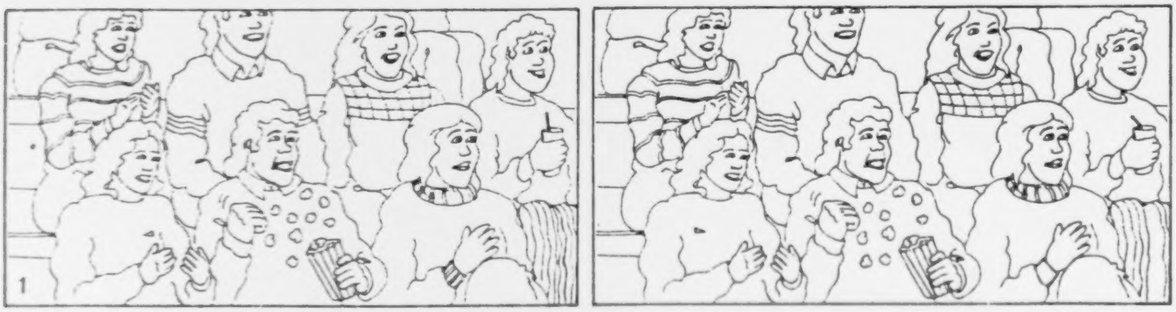
Directions: This activity measures your ability to perceive detail in objects.

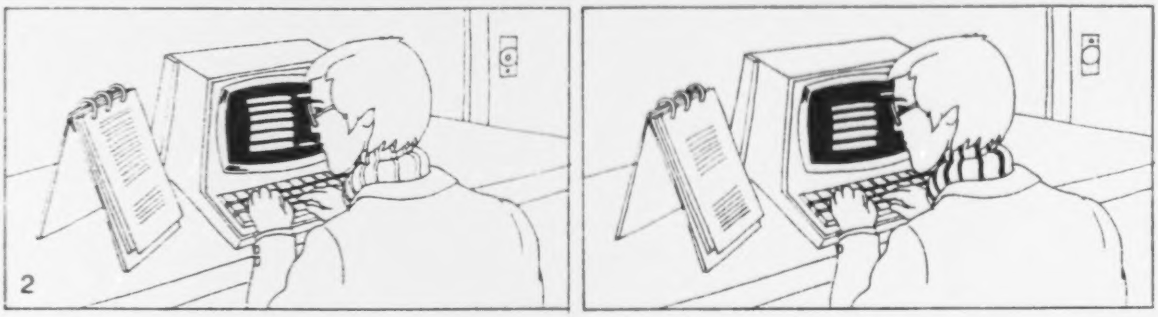
PAGE 1--WHAT HAS CHANGED?

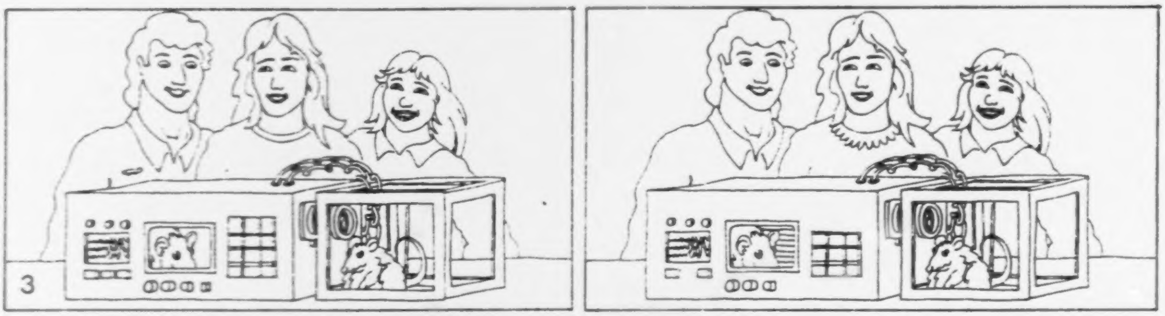
1. The first page has five groups of drawings, look at the drawing on the left carefully.
2. Look at the second drawing. There are six things that are different.
3. Circle the six things wrong in each picture.
4. Do not begin until your teacher instructs you to do so.

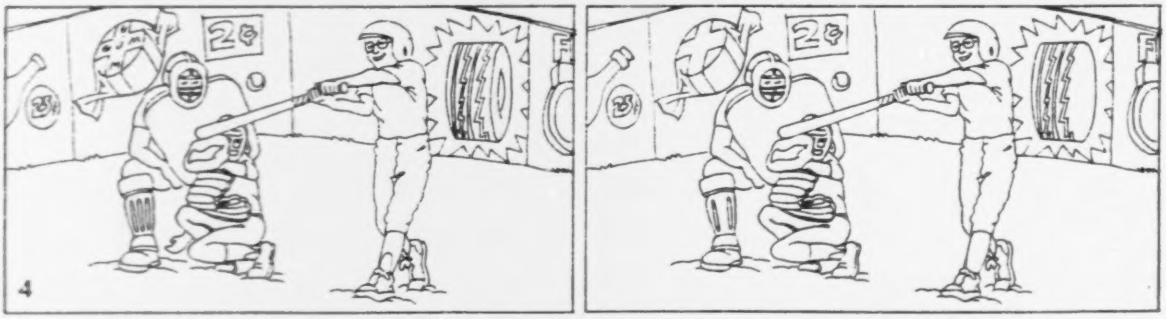
PAGE 2--WHICH IS THE SAME?

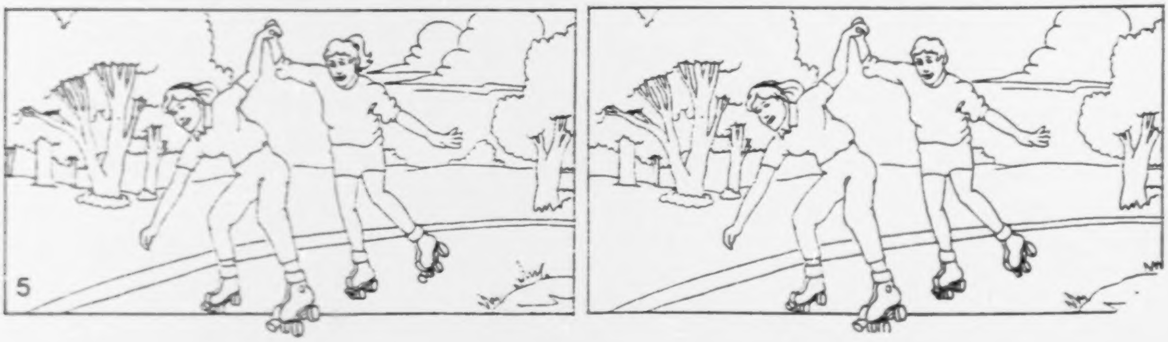
1. Look at the figure on the left carefully.
2. Circle the letter of the figure on the right that is exactly the same as the figure on the left.
3. Do not begin until your teacher instructs you to do so.











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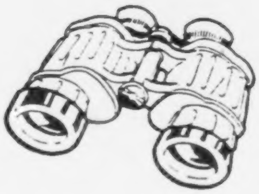
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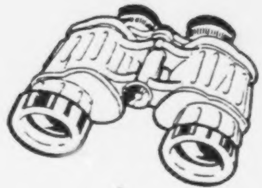
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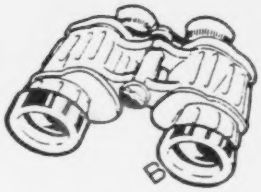
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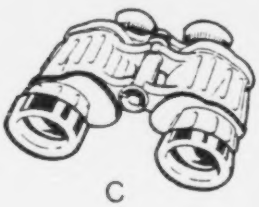
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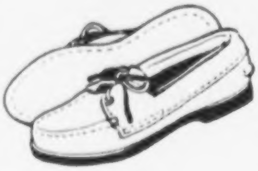
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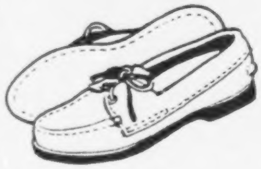
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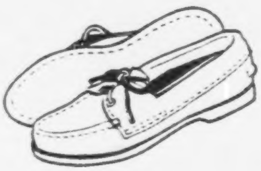
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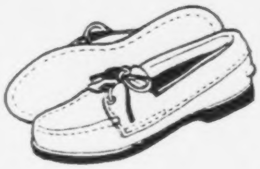
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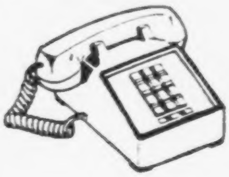
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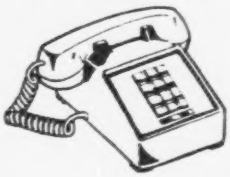
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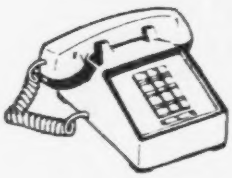
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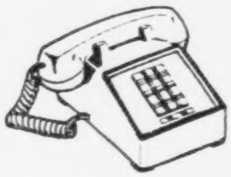
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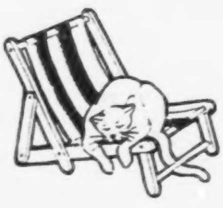
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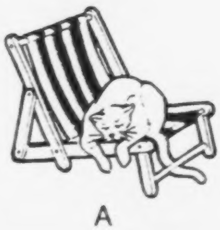
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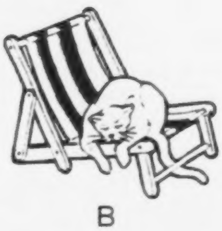
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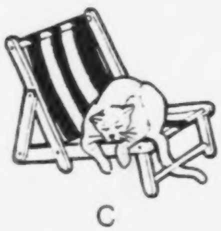
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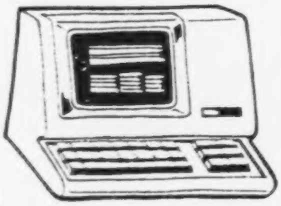
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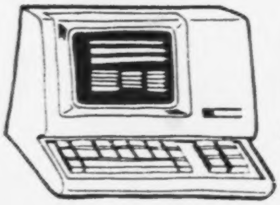
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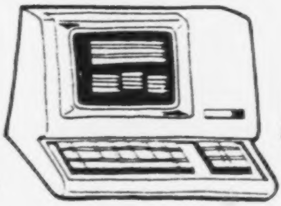
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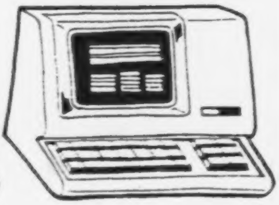
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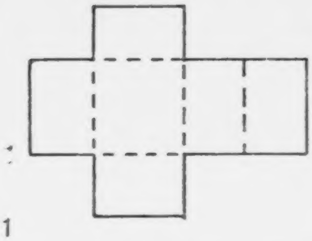
UNIT V

APTITUDES

ACTIVITY SHEET 5--MEASURING YOUR SPATIAL PERCEPTION APTITUDE

Directions: This activity measures your ability to understand relationships of plane and solid objects. To find out if you possess this aptitude:

1. Look at the figure on the left carefully.
2. The figure, if folded as indicated, would become one of the drawings on the right.
3. Circle the letter of the correct figure.
4. Do not begin this activity until instructed to do so.



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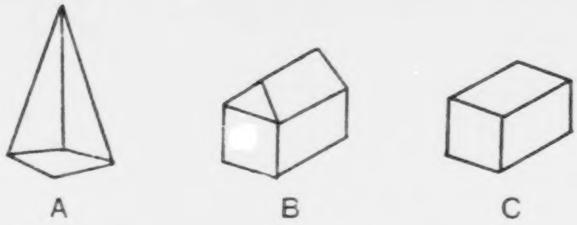

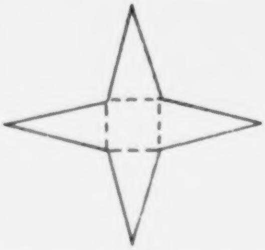

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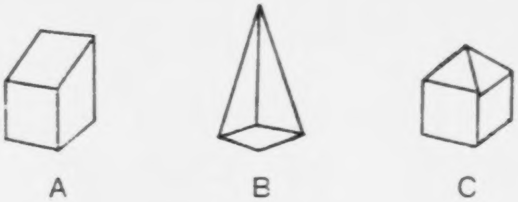

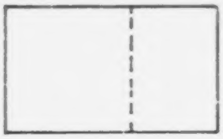

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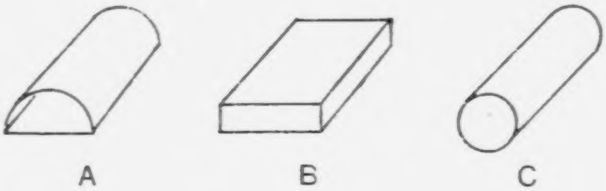

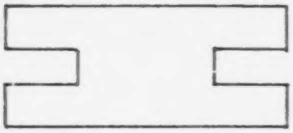

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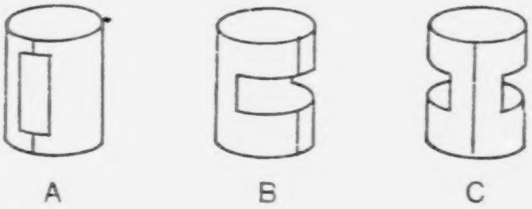

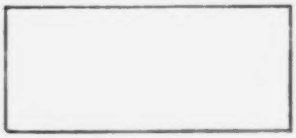

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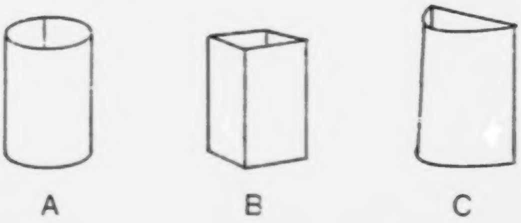


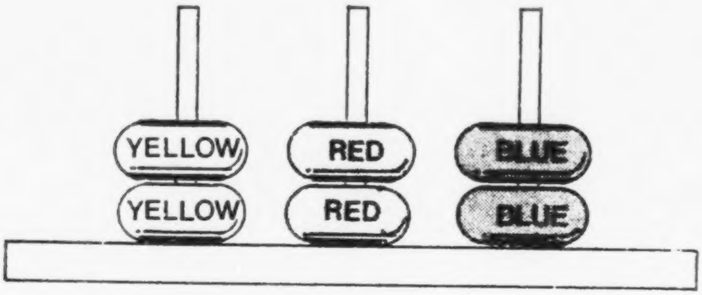
UNIT V

APTITUDES

ACTIVITY SHEET 6--MEASURING YOUR FINGER DEXTERITY APTITUDE

Directions: This activity measures your finger dexterity aptitude--your ability to move your fingers and rapidly and accurately handle small objects with your fingers.

1. When your teacher instructs you to start, you will place the washers in the order below:



2. Your teacher will use a stopwatch to record the time it took for you to place the washers on the correct rods.

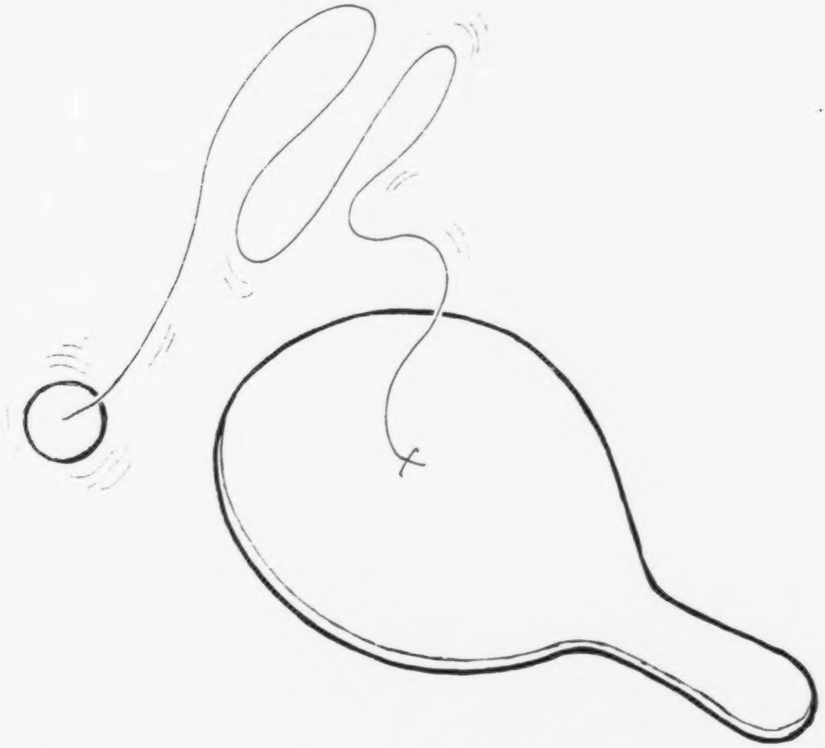
3. Record your time on **ACTIVITY SHEET 8--APTITUDE CHART**.

APTITUDES

ACTIVITY SHEET 7--MEASURING YOUR MOTOR COORDINATION APTITUDE

Directions: This activity measures your ability to coordinate your eyes and hands rapidly and accurately in making precise movements with speed.

1. Use the paddle ball to measure your aptitude.
2. Keep the paddle ball in play as long as possible.
3. Your teacher will time your performance (how long you keep the paddle ball in play).
4. Record your time on **ACTIVITY SHEET 8--APTITUDE CHART**



UNIT V

APTITUDES

ACTIVITY SHEET 8--APTITUDE CHART

Directions: 1. Record the results of your aptitude activities completed in this unit.

APTITUDE MEASURED	NO. OF QUESTIONS	NO. CORRECT	TIME
Clerical	20		N/A
Numerical	20		N/A
Form Perception	10		N/A
Spatial	5		N/A
Finger Dexterity	N/A	N/A	
Motor Coordination	N/A	N/A	

2. List two aptitudes that were measured that you feel you did the best:

a.

b.

UNIT V

APTITUDES

ACTIVITY SHEET 9--RESEARCHING CAREERS THAT MATCH MY APTITUDE

Directions: Use all available resources to answer these questions.

1. What is the name(s) of the career(s) that matches your aptitude(s)?

2. What are the duties of each career identified in question 1?

3. If a person did not possess the aptitude(s) listed, how would it affect job performance?

4. Would the aptitude be helpful in the education/training needed for the career? Explain your answer.

5. List other aptitudes required.

UNIT V

APTITUDES

UNIT TEST--PART 1

Match the following terms and definitions by placing the correct letter in the blank at the left.

______ 1. Motor coordination

______ 2. Manual dexterity

______ 3. Verbal

______ 4. Intelligence

______ 5. Aptitude

______ 6. Numerical

______ 7. Spatial

______ 8. Form perception

______ 9. Finger dexterity

______10. Clerical perception

a. general learning ability; the ability to "catch on" or understand instructions and underlying principles; ability to reason and make judgments; closely related to doing well in school

b. ability to understand meanings of words and ideas associated with them, and to use them effectively; to present information or ideas clearly

c. ability to perform mathematical operations quickly and accurately

d. ability to comprehend forms in space and understand relationships of plane and solid objects; may be used in such tasks as blueprint reading and in solving geometry problems

e. an ability that you have naturally; quickness to learn or understand

f. ability to move the hands easily and skillfully; to work with the hands in placing and turning motions

g. ability to coordinate eyes and hands or fingers rapidly and accurately in making precise movements with speed; ability to make a movement response accurately and quickly

h. ability to move the fingers and rapidly and accurately manipulate small objects with the fingers

i. ability to perceive detail in objects; to make comparisons and discriminations and see slight differences in shapes and shadings of figures and widths and lengths of lines

j. ability to perceive detail in verbal or tabular material; to observe differences in copy, to proofread words and numbers

UNIT V

APTITUDES

UNIT TEST--PART 2

A. Answer the following questions True if the statement is correct and False if the statement is incorrect by placing a T for True or an F for False in the space at the left.

_____ 1. Knowing what your aptitudes are can help you narrow your alternatives of careers to those that you are most likely to do the best in with the least amount of effort.

_____ 2. Abilities are used as the basis for predicting how well you will do with additional training and/or education.

_____ 3. Knowing what your aptitudes are will give you an idea of your strengths and weaknesses.

_____ 4. Aptitude tests are used to make decisions about instant entry into work.

_____ 5. Aptitude test scores can be raised by practice; however, the purpose of aptitude tests is to give you an idea of what you are good at naturally.

B. Fill in the blanks by using the words listed below to complete the following sentences.

aptitude test batteries

areas

Differential Aptitude Test

factors

general

General Aptitude Test Battery

naturally

personally

Scholastic Aptitude Test Battery

specific

1. Tests designed to measure several aptitudes are called
_______________ _______________ ____________________.

2. The test given by the Texas Employment Commission is the
____________________ _______________ __________
_______________________.

3. Tests given by business, technical, and specialized schools measure ______________________aptitudes.

4. The purpose of aptitude tests is to give you an idea of what you are good at _________________________.

5. In measuring aptitudes, the identified aptitudes should be broken down into ______________________.

C. Place an "X" next to the statements that are ways in which your aptitudes can be discovered.

______ 1. Ask your parents what you are good at doing.

______ 2. Complete an aptitude test battery.

______ 3. Ask yourself, What things am I good at? What things have I found that I can do with little effort on my part?

______ 4. Complete aptitude tests that measure specific aptitudes.

______ 5. Have your fortune told.

UNIT VI

LEADERSHIP

INFORMATION SHEET 1--TERMS AND DEFINITIONS

1. Autocratic--having complete power; an autocratic person forces others to do what he/she wishes
2. Communicate--to get information across so that it is understood by another person
3. Democracy--the practice of allowing equal participation by all members of society
4. Dependable--reliable; can be counted on
5. Initiative--the ability to get things done without needing to be told to do so
6. Leadership--the ability to inspire confidence and loyalty so that others follow willingly in order to achieve a desired goal
7. Maturity--the condition of being fully grown
8. Motivation--a desire that makes you do something
9. Optimistic--belief that there is more good than bad
10. Strength of conviction--to make a logical decision and stick by it, even if the majority do not agree with you

UNIT VI

LEADERSHIP

ACTIVITY SHEET 1--UNSCRAMBLING TERMS

Directions: Unscramble the following words:

1. A desire that makes you do something

   niottomavi ____________________________

2. To get information across so that it is understood by another person

   mmocnuetaci ____________________________

3. Belief that there is more good than bad

   pomiiittcs ____________________________

4. Having complete power; this person forces others to do what he/she wishes

   aatourctic ____________________________

5. The ability to inspire confidence and loyalty so that others follow willingly in order to achieve a desired goal

   eeadlpihsr ____________________________

6. Reliable; can be counted on

   peenddleba ____________________________

7. The condition of being fully grown

   aitmruyt ____________________________

8. The ability to get things done without needing to be told to do so

   iiittaveni ____________________________

9. To make a logical decision and stick by it, even if the majority do not agree with you

gsnetrht fo vnoioincct ______________ ___ __________________

10. The practice of allowing equal participation by all members of society

cryomeacd ______________________________

UNIT VI

LEADERSHIP

INFORMATION SHEET 2--LEADERSHIP

I. What Is Leadership?

A. Leadership is the ability to inspire confidence and loyalty so that others follow willingly in order to achieve a desired goal.

B. A leader may not always be the one who is given the authority.

EXAMPLE: Some leaders naturally assume the role in groups.

II. Advantages of Becoming a Leader

(**NOTE:** Leadership can be applied to many areas of your life.)

A. To gain self-confidence

B. To learn to meet new challenges

C. To gain maturity

D. To learn to listen to and respect the opinion of others

E. To reach goals faster

III. Disadvantages of Becoming a Leader

A. Must be willing to work harder than anyone else

B. Must be well informed

C. Must be able to abide by a decision even though the majority may disagree with you

D. Must remain enthusiastic and optimistic even though you may not be

IV. How You Can Become a Leader

A. Become a good follower.

B. Learn your strong and weak points.

C. Study those qualities that make a good leader.

D. Work toward becoming a leader.

(**NOTE:** Realize that leaders are made, not born, into leadership.)

V. Ways to Convince Others You Are a Leader

A. Be willing to assume responsibility.

B. Be a good listener.

C. Be fair; listen and respect others' opinions.

D. Realize that it is up to you to encourage others to share responsibilities with you.

E. Use the talents of each person in the group.

VI. Good Leaders Are Chosen By:

A. Their abilities

B. Their experiences

C. How they deal with others

D. Their knowledge of leadership steps

E. Their ability to act calmly in pressure situations

VII. Leadership Qualities

- A. Initiative
- B. Motivation
- C. Dependability
- D. Belief in democracy
- E. Communication
- F. Strength of conviction
- G. Pleasing personality
- H. Sense of humor
- I. Sympathy and understanding

VIII. Places You Can Use Leadership Skills

- A. School

  EXAMPLES: Student Council, Honor Society

- B. Work

  EXAMPLES: Supervising others or showing new employees how to do something with which you are familiar

- C. Church

  EXAMPLES: Youth groups, Sunday school classes

- D. Clubs

  EXAMPLES: Rotary Clubs, social clubs

UNIT VI

LEADERSHIP

ACTIVITY SHEET 2--DO YOU HAVE WHAT IT TAKES?

Directions: Although a test does not exist that can be used to predict your success as a leader, there are certain characteristics that most authorities agree that a leader must possess more of, to a greater degree, than nonleaders. To find out if you possess those traits, circle the letter of the answer that best describes the action you would take in the following situations:

SECTION I

The principal of your school has just announced that the school board, "in order to provide an environment more conducive to learning," voted last night that students would no longer be allowed to wear blue jeans of any kind to school or to any school function. Of course, everyone in your school is furious!

I would:

A. Immediately organize a group to see what we could do to get the board members to change their minds.

B. Wait and let others in my school organize the group.

C. Let it be known that I would help in any way possible to get the rule changed.

SECTION II

Suppose that the group has been formed, and upon looking at the rule more closely, it is worse than imagined. They want all the girls to wear dresses and the boys to wear suits and ties. It will require a lot of hard work and time to get the board members to change their minds.

I would:

A. Let the rule go on as it is--there's no use fighting!

B. Do what the group decided to do.

C. Give all my time and work as hard as I could to persuade the board members to change their minds.

SECTION III

Suppose the group decides to meet from 3:30 - 4:30 p.m. every day after school to develop a plan; your favorite television program is shown during that time.

I would:

A. Forget being a part of the group; seeing my program is more important

B. Attend every meeting--no matter what time it is being held.

C. Still be a part of the group, but not attend the meetings; the group can fill me in on what happened at the meetings the next morning at school.

SECTION IV

Suppose that several plans have been discussed by the group to persuade the school board members to change their minds. You have an idea that you really think will work, but the group keeps discussing all of the plans.

I would:

A. Suggest the group vote on the plan the group as a whole feels would be best.

B. Tell the group that you will no longer be a part of the group unless they use your plan.

C. Just sit back and let the group continue discussing the plans.

SECTION V

The big day has finally arrived! The group has been given permission by the school to present their plan at the school board meeting tonight. In thinking about the way to present the plan to the board,

I would:

A. Express the group's plan in a calm, reasonable way.

B. Begin by saying how angry the students are!

C. Let another group member worry about being the one to present the plan.

SECTION VI

While presenting the plan to the school board, you notice that by the way they are looking at you, they do not seem willing to change their minds.

I would:

A. Continue the presentation and hope that by the time I finished they would understand how we felt.

B. Sit down, but not before I told them that I thought their idea stinks.

C. Sit down, and let another group member take over; maybe he/she will have a better plan.

UNIT VI

LEADERSHIP

ACTIVITY SHEET 3--CAREERS THAT REQUIRE LEADERSHIP

Directions: The definition of the word *leader* is someone who has the ability to inspire confidence and loyalty so that others follow willingly in order to achieve a goal. There are several careers whose job descriptions are very similar to this definition. Using any available resources in your classroom, list five of these careers.

1.

2.

3.

4.

5.

Would a career that uses leadership skills interest you? Why or why not?

UNIT VI

LEADERSHIP

INFORMATION SHEET 3--LEADERSHIP STYLES

I. Autocratic leader--One person has all the power and makes all the decisions.

   A. Closely supervises the group

   B. Never lets others have a say in the planning, organizing, or control of the group

   C. More interested in getting the job done than in respecting the feelings of others

   (NOTE: It is sometimes necessary to use this style if the group is hostile or insecure in certain situations or if there are many different opinions or beliefs.)

II. Democratic leader--All of the people involved help in decision making; individual opinions are considered.

   A. Allows group members to express their ideas and opinions

   B. Always listens to others

   C. Supervises only as needed, allowing individuals to use their own judgment

   D. Is considerate of the feelings of others

   E. Knows each individual's characteristics

   F. Rewards the group's efforts and is tactful when making criticisms

   (NOTE: This style works well with a cooperative group and when things are going well.)

III. Loose-rein leader--Very little control by the leader; allows the people to do "their own thing" most of the time.

(**NOTE:** This style of leadership is also known as "laissez-faire.")

A. This style works well with responsible people who like to work alone.

B. This style may not work well if a number of decisions must be made in a short time.

UNIT VI

LEADERSHIP

ACTIVITY SHEET 4--WHAT'S YOUR STYLE?

Directions: To find out what kind of leader you will be, place in the space the letter that best describes the way you would act if you were the leader of a work group. A--Always, F--Frequently, O--Occasionally, S--Seldom, or N--Never.

I would:

____ 1. act as the speaker of the group.

_____ 2. encourage overtime work.

_____ 3. allow group members complete freedom in their work.

_____ 4. encourage all to do tasks the same way.

_____ 5. permit others to use their own judgment in solving problems.

_____ 6. work the group members as hard as it took to be ahead of competing groups.

_____ 7. speak as a representative of the group.

_____ 8. push members for greater effort.

_____ 9. let the members do their work the way they think best.

_____10. not mind decisions being put off until later if it were necessary.

_____11. speak for the group when visitors were present.

_____12. keep the work moving at a rapid pace.

_____13. turn the members loose on a job and let them go to it.

_____14. push others to increase the work they are doing.

_____15. settle conflicts when they occur in the group.

_____16. represent the group at outside meetings.

_____17. not allow the members freedom of action.

_____18. decide what should be done and how it should be done.

_____19. not mind others thinking I was too tough on them.

_____20. assign group members to particular tasks.

_____21. let some deserving members have authority.

_____22. let the members decide when and how to do their work.

_____23. be willing to make changes.

_____24. ask the members to work harder.

_____25. trust the group members to exercise good judgment.

_____26. schedule the work to be done, but distribute it fairly.

_____27. refuse to explain my actions.

_____28. persuade others that my ideas are to their advantage.

_____29. permit the group to set its own pace.

_____30. let them know it will be done my way or no way at all.

_____31. act without consulting the group.

_____32. tell the group members that if one rule or regulation is broken by any employee, it will result in his/her being fired.

SCORING:

Write the number 1 in front of the space if you responded A--Always or F--Frequently. Circle the number 1's which you have written in front of the following items:

3, 5, 9, 10, 13, 15, 21, 22, 23, 25, 26, 29

Count the circled number 1's. This is your score for concern for people.
Count the uncircled number 1's. This is your score for concern for task.

People _______________ Task _______________

A high score on "Concern for People" suggests that your leadership style ranges from a loose-rein style to a democratic style. A high score on "Concern for Task" suggests you tend to have an autocratic leadership style.

UNIT VI

LEADERSHIP

UNIT TEST--PART 1

Match the following terms to their definitions by placing the correct letter in the blank at the left.

_____ 1. Optimistic
_____ 2. Democracy
_____ 3. Autocratic
_____ 4. Leadership
_____ 5. Motivation
_____ 6. Strength of
_____ 7. Maturity
_____ 8. Initiative
_____ 9. Dependable
_____10. Communicate

a. the practice of allowing equal participation by all members of society

b. reliable

c. the condition of being fully grown

d. belief that there is more good than bad

e. the ability to get things done without needing to be told to do so

f. a desire that makes you do something conviction

g. to make a logical decision and stick by it, even if the majority do not agree with you

h. having complete power

i. the ability to inspire confidence and loyalty so that others follow willingly in to achieve a desired goal

j. the ability to get information across so that it is understood by another person

UNIT VI

LEADERSHIP

UNIT TEST--PART 2

A. Define leadership:

B. Fill in the blanks by using the words listed below to complete the following statements concerning the advantages of becoming a leader.

challenges
goals
leadership
listen
maturity
respect
self-confidence

1. An individual gains ______________________.

2. An individual gains ______________________.

3. An individual learns to ____________________ to and the opinions of others.

4. An individual learns to meet new ______________________.

5. ______________________ is something that can be applied to other areas of an individual's life.

6. ______________________ can be reached faster through a leadership role.

C. Fill in the blanks by using the words listed below to complete the following statements concerning the disadvantages of becoming a leader.

well-informed
harder
optimistic
enthusiastic
abide

1. You must be willing to work ____________________ than anyone else.

2. You must be ____________________.

3. You must be able to ____________________ by a decision even though the majority may disagree with you.

4. You must remain _______________ and _______________even though you may not be.

D. Answer the following statements True or False by placing a T for True or an F for False in the space at the left.

_____1. The first step to becoming a good leader is to become a good follower.

_____2. Learning your strong and weak points helps you to become a leader.

_____3. Leaders are born, not made.

_____4. Good leaders are chosen by their abilities.

_____5. Good leaders must be able to act calmly in pressure situations.

E. Place a "✓" by the statements that indicate good leadership qualities.

_____ 1. Initiative

_____ 2. Taking credit for work done by others

_____ 3. Motivation

_____ 4. Pleasing personality

_____ 5. Ability to communicate

_____ 6. Strength of conviction

_____ 7. Belief in democracy

_____ 8. Disloyalty

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_____ 9. Dependability

_____ 10. Sense of humor

_____ 11. Sympathy and understanding

F. List three places where leadership skills can be used.

1.

2.

3.

UNIT VI

LEADERSHIP

UNIT TEST--PART 3

Identify the style of leadership that best fits each situation by writing the name of one of the following styles.

democratic loose-rein autocratic

1. Tom makes all the decisions at Big R Company. The employees are never allowed to voice their opinions.

   What leadership style is Tom using? ____________________

2. Bill lets the employees of ABC Company do just about anything they wish to do.

   What leadership style is Bill using? ____________________

3. Maria lets the employees help in the decision making of RC Company. Others' opinions are always appreciated and seriously considered.

   What leadership style is Maria using? ____________________

UNIT VII

COPING WITH CHANGE

INFORMATION SHEET 1--TERMS AND DEFINITIONS

1. Change--to make different
2. Cope--to deal with to a degree of success
3. Life span--the amount of time you are expected to live
4. Society--all the people of a group--as all United States citizens
5. Technology--the means or science of developing and improving products necessary for work, comfort, survival

COPING WITH CHANGE

ACTIVITY SHEET 1--LEARNING TO MAKE SENTENCES

Directions: Make five sentences, using one of the following words in each sentence.

change
cope
life span
society
technology

1.

2.

3.

4.

5.

UNIT VII

COPING WITH CHANGE

INFORMATION SHEET 2--CHANGE WILL AFFECT YOU

I. Why Change Occurs

  A. To fulfill needs

  B. To fulfill wants

    (**NOTE:** Change can be for better or worse.)

II. Change Affects Society in Many Ways

  A. Government

    1. Laws are passed to fulfill the needs and/or wants expressed by the public.

    2. Public officials are elected in hopes of changing those things that the public desires.

  B. Medical

    1. New discoveries or changes are made to increase life spans.

    2. New discoveries or changes are made to help us live more comfortably.

C. Technology

1. Products are created that make work easier.

   EXAMPLE: Increasing use of the computer to save time and reduce errors

2. Products are created that make life easier at home.

   EXAMPLE: Dishwashers, microwave ovens, etc.

3. Products are created to improve existing products.

   EXAMPLE: Automobiles that are made with fuel-saving equipment

D. Economics

1. The amount of money available to purchase products changes.

2. The price of goods available for purchase changes.

E. Occupations

1. Changes will create new jobs.

2. Changes will do away with some jobs.

F. Lifestyles

1. Changes will reduce the amount of time spent at work.

2. Changes will provide more time for leisure.

3. The use of computers will make it possible for many workers to work in their homes.

   (NOTE: This will be a great advance for those people in wheelchairs, or those with other physical handicaps.)

4. More women will enter those careers held previously by men only.

UNIT VII

COPING WITH CHANGE

ACTIVITY SHEET 2--CHECK BOTH THE GOOD AND BAD POINTS

Directions: To become aware of both good and bad points of change, divide into groups of five. Each group will receive a slip of paper with one of the situations below with which many workers are confronted.

MOVE FROM THE DAY SHIFT TO THE NIGHT SHIFT

OVERTIME FOR THE NEXT MONTH

LAYOFF

TRANSFERRED TO ANOTHER STATE

HOURS CUT IN HALF

MOVED UP TO A SUPERVISOR'S POSITION

Each group should discuss one situation. Try to imagine yourself in this situation. List any good points you can think of. List the bad points. List any ways you can think of to make the bad points better.

Good Points	**Bad Points**	**Ways to Improve Bad Points**
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.

Present your situation and your results to the rest of the class. Include in your presentation the answers to the following questions:

1. Why is it good to examine both good and bad points of a change?

2. Do you think workers should accept all changes they face? Why or why not?

UNIT VII

COPING WITH CHANGE

ACTIVITY SHEET 3--CHANGES HAVE OCCURED IN THE PAST, AND THEY WILL OCCUR IN THE FUTURE

Directions: Divide the class into two groups. One group is to be called the PAST, and the other group is to be called the FUTURE. Each group should prepare a presentation to be held at a later time.

Different ways of presenting the information are allowed (skits, reports, etc.); however, the students should be encouraged to bring records, memorabilia, actual pictures and sketches, etc., to make the presentations more authentic.

Both presentations must include the following:

A. Styles of dress of the group they are in:
    1. hairstyles
    2. clothing

B. How the government was conducted in the past or will be conducted in the future.

C. How medical needs were provided in the past or how they will be provided in the future.

D. Advances in technology
    1. in the home
    2. in the work setting

E. Economics
    1. products sold **or** to be sold
    2. how much money it took **or** will take to buy products

F. Careers--those careers popular in the past **or** those that will be popular in the future

G. Lifestyles
    1. how leisure time was spent in the past **or** how it will be spent in the future
    2. the role of the woman in the past **or** the role of the woman in the future

At the conclusion of both presentations, answer the following questions:

Imagine yourself living in the era(s) presented by the PAST group. How would you have reacted to the changes as you know they have occurred in the following areas:

A. The style of dress?

B. The way government is conducted?

C. How medical needs are provided?

D. New technology in the home and at the work setting?

E. The products sold and their cost?

F. The careers available?

G. How leisure time is spent?

H. The role of women?

Imagine the things presented by the FUTURE group actually coming true. How would you react to the following?

A. The style of dress?

B. The way government is conducted?

C. How medical needs are provided?

D. New technology in the home and at the work setting?

E. The products sold and their cost?

F. The careers available?

G. How leisure time is spent?

H. The role of women?

Do you see any relation to how you would have reacted to those changes that occurred in the past and how you will handle change in the future?

COPING WITH CHANGE

INFORMATION SHEET 3--CAN YOU COPE WITH CHANGE?

I. Know what is happening around you.

(**NOTE:** The best way to be ready for the future is to understand the present.)

- A. Read newspapers.
- B. Watch and listen to the news.
- C. Discuss current events with others.

II. Realize that change will occur; very few things in life will remain the same forever.

III. Realize that your attitude toward change affects your ability to deal with change.

IV. Steps for coping with change

- A. Accept the fact that change will occur.
- B. Ask yourself, "How could this change help me and others?"
- C. View change as a challenge.

—THE THEORY OF FLIGHT
—YOU'RE FIRED!

    D. Have another plan should change occur.

V. If change seems to upset you more than the average person, give yourself time to adjust.

    A. Do something that you enjoy.

    EXAMPLE: Go to a movie, spend your whole month's allowance on video games, etc.

    B. Call a good friend, and tell him/her the problem you are having.

    C. Discuss your problem with an adult; often he/she can make you see the good points of change.

    D. Take care of yourself.

    (**NOTE:** Healthy people have an easier time coping with change.)

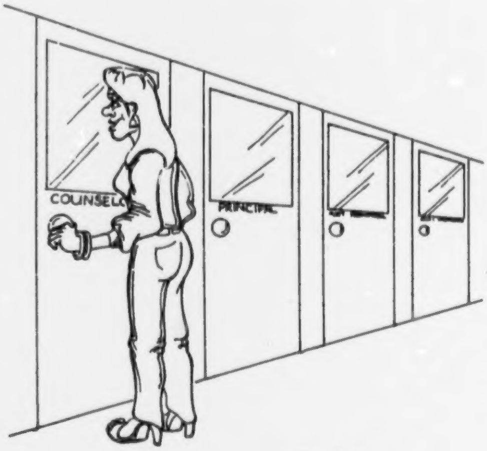
        1. Get plenty of exercise.

        2. Eat balanced meals.

        3. Get plenty of sleep.

VI. If after doing these things, you find that you still cannot cope with change, seek help from someone trained in helping others.

EXAMPLE: Your school counselor



UNIT VII

COPING WITH CHANGE

ACTIVITY SHEET 4--YOUR ATTITUDE IS IMPORTANT FOR COPING WITH CHANGE

Directions: People's attitudes toward change affect their ability to deal with change the way they should. Use the following scale to express your opinion on the following statements. Remember to be honest with yourself!

5--strongly agree
3--partly agree
1--disagree
4--agree
2--partly disagree
O--strongly disagree

_____ 1. If I hear about something new, I feel restless until I try it.

_____ 2. When using anything new, I would rather let someone else that I know try it first.

_____ 3. As soon as I hear about something new, I can't wait to try it.

_____ 4. Changes just create too many problems and pressures.

_____ 5. I always try to keep myself up to date and find new ways to do things easier.

_____ 6. Experience has made things the way they are now; if they work O.K. now, I see no reason to try to change them.

_____ 7. I'm always looking for new ways to do things better.

_____ 8. The reason that we have to change so much is that we just aren't satisfied with what we have.

_____ 9. In these days of rapid progress, we cannot afford not to learn new ways of doing things.

_____10. Before I do something new, I must know how it will help me.

_____11. I like to watch television programs that show new inventions.

_____12. I really don't mind things changing as long as it does not affect me in any way.

Add up your answers for the ODD numbered statements on the worksheet.____________

Add up your answers for the EVEN numbered statements on the worksheet.___________

Odd numbers FAVOR change. Even numbers OPPOSE change.

HOW DID YOU RATE?

UNIT VII

COPING WITH CHANGE

ACTIVITY SHEET 5--KNOW WHAT IS GOING ON IN THE WORLD AROUND YOU

Directions: Using newspapers and current magazines, find an article that shows change. Share the information that you find with the class; then answer the questions below:

1. Do you think that this change is good or bad? Why or why not?

2. Whom will this change affect?

3. What will be the end result of this change?

4. Will this change bring about other related changes? Why or why not?

COPING WITH CHANGE

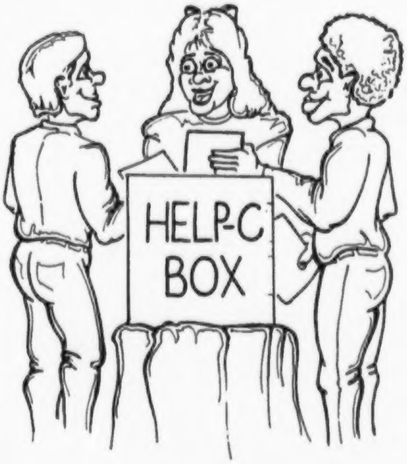
ACTIVITY SHEET 6--HELP-C

Directions: By finding out how others handle change, you may find good solutions for your own problems.

Each person is to write questions that he/she would like to discuss on a piece of paper and place them in the HELP-C box. HELP-C stands for: Helping Everyone Learn Plans for Coping.

The questions are then pulled out randomly and the class brainstorms for solutions. Here are some examples of questions to help you get the hang of it:

1. How do you tell your teacher or principal that you suspect your classmate is using drugs?
2. How do you handle changing from this school to the high school or even to college?
3. How do you handle telling your friends that you don't want to drink alcohol or take drugs?
4. How do you decide what courses you are going to take in high school?
5. How do you make your parents realize that you are growing up?



UNIT VII

COPING WITH CHANGE

UNIT TEST--PART 1

Match the following terms and definitions by placing the correct number in the blanks at the left.

_____1. Technology

_____2. Life span

_____3. Change

_____4. Society

_____5. Cope

a. to make different

b. all the people of a group--as all United States citizens

c. the amount of time you are expected to live

d. the means or science of developing and improving products necessary for work, comfort, and survival

e. to deal with to a degree of success

UNIT VII

COPING WITH CHANGE

UNIT TEST--PART 2

A. List the two reasons that change occurs.

1.

2.

B. Answer the following statements True or False by placing a T for True or an F for False in the space at the left.

_____1. Change is always for the worse; we just have to learn to cope with it.

_____2. Public officials are elected because they have the most amount of money to invest in their campaigns.

_____3. Medical changes have been made to increase life spans.

_____4. Computers are one example of products that have been created to make work easier.

_____5. Once a product is made, there is no reason to change it--even if it would improve it.

_____6. All careers will remain basically the same, no matter how many changes occur in the world.

_____7. Changes will reduce the amount of time spent doing tasks both at home and at the workplace.

C. Fill in the blank using one of the following words that best completes the sentence.

computer typewriter microwave oven

The increasing use of the __________ saves time and reduces errors.

UNIT VII

COPING WITH CHANGE

UNIT TEST--PART 3

A. What is the best way to be ready for the future?

B. Answer the following questions by circling the letter beside the correct answer.

1. To find out what is happening around you, you should:

   a. Discuss current events with others.
   b. Read newspapers.
   c. Watch and listen to the news.
   d. All of the above.

2. Which one of the following traits affects your ability to cope with change?

   a. Aptitude
   b. Attitude
   c. Interest
   d. Personality

C. Rank the following sentences into the steps for coping with change by placing a 1 in the space beside the first step, a 2 in the space for the second step, etc.

__a. Ask yourself, "How could this change help me and others?"

__b. View change as a challenge.

__c. Accept the fact that change will occur.

__d. Have another plan should change occur.

D. List three of the five things mentioned you could do if change seems to upset you more than it does most people.

1.

2.

3.

COMPLIANCE STATEMENT

TITLE VI, CIVIL RIGHTS ACT OF 1964; THE MODIFIED COURT ORDER, CIVIL ACTION 5281, FEDERAL DISTRICT COURT, EASTERN DISTRICT OF TEXAS, TYLER DIVISION

Reviews of local education agencies pertaining to compliance with Title VI Civil Rights Act of 1964 and with specific requirements of the Modified Court Order, Civil Action No. 5281, Federal District Court, Eastern District of Texas, Tyler Division are conducted periodically by staff representatives of the Texas Education Agency. These reviews cover at least the following policies and practices:

(1) acceptance policies on student transfers from other school districts;

(2) operation of school bus routes or runs on a non-segregated basis;

(3) nondiscrimination in extracurricular activities and the use of school facilities;

(4) nondiscriminatory practices in the hiring, assigning, promoting, paying, demoting, reassigning, or dismissing of faculty and staff members who work with children;

(5) enrollment and assignment of students without discrimination on the basis of race, color, or national origin;

(6) nondiscriminatory practices relating to the use of a student's first language; and

(7) evidence of published procedures for hearing complaints and grievances.

In addition to conducting reviews, the Texas Education Agency staff representatives check complaints of discrimination made by a citizen or citizens residing in a school district where it is alleged discriminatory practices have occurred or are occurring.

Where a violation of Title VI of the Civil Rights Act is found, the findings are reported to the Officer for Civil Rights, Department of Health, Education and Welfare.

If there is a direct violation of the Court Order in Civil Action No. 5281 that cannot be cleared through negotiations, the sanctions required by the Court Order are applied.

TITLE VII, CIVIL RIGHTS ACT OF 1964; EXECUTIVE ORDERS 11246 AND 11375; TITLE IX, 1973 EDUCATION AMENDMENTS; REHABILITATION ACT OF 1973 AS AMENDED; 1974 AMENDMENTS TO THE WAGE-HOUR LAW EXPANDING THE AGE DISCRIMINATION IN EMPLOYMENT ACT OF 1967; AND VIETNAM ERA VETERANS READJUSTMENT ASSISTANCE ACT OF 1972 AS AMENDED IN 1974.

It is the policy of the Texas Education Agency to comply fully with the nondiscrimination provisions of all federal and state laws and regulations by assuring that no person shall be excluded from consideration for recruitment, selection, appointment, training, promotion, retention, or any other personnel action, or be denied any benefits or participation in any programs or activities which it operates on the grounds of race, religion, color, national origin, sex, handicap, age, or veteran status (except where age, sex, or handicap constitute a bona fide occupational qualification necessary to proper and efficient administration). The Texas Education Agency makes positive efforts to employ and advance in employment all protected groups.